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ABSTRACT

This manual is intended to introduce the public school system of the District of Columbia to parent groups seeking to improve the quality of education through increased involvement in educational decision making. Part 1 presents an overview of the public education system including the Board of Education, superintendent, central administration, regional superintendents, local schools, and employee unions. Part 2 presents information on the budget process including the sources of funds, steps involved in the process, and allocations for personnel and non-personnel expenditures. Part 3 focuses on school system personnel including superintendents, principals, and teachers. Part 4 presents information on curriculum decision making and textbook selection. Part 5 is a calendar for budget decision making. Part 6 outlines the steps necessary for parents and students to institute grievance procedures. Part 7 includes appendices of supplemental information. (MK)

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A PRIMER FOR PARENT AND COMMUNITY INVOLVEMENT IN THE PUBLIC SCHOOL SYSTEM OF THE DISTRICT OF COLUMBIA

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PREFACE

This manual is intended to serve as an introduction to the public school system of the District of Columbia for parent groups seeking to improve the quality of public education through greater involvement in certain decisions which affect their children.

Although the manual attempts to provide basic information about how the Board of Education and the school system operate in such key areas as budget, personnel and curriculum, it is important at the outset to note some obvious facts about public education in the District of Columbia. These facts are intended to provide a context for much of the descriptive material contained in the manual. Thus, parent groups should realize that:

1. Members of the Board of Education, administrators and teachers are concerned about the quality of public education.

   There is widespread recognition that, despite improvements that have been made, there is a pressing need to improve the quality of public education. Many principals, administrators and members of the Board of Education believe that more effective parent involvement can help bring about improvements in the school system.

2. Public education in the District of Columbia is shaped by politics.

   Members of the Board of Education are elected and are sensitive to sustained political pressure from their constituents. In addition, the Mayor and members of the Council, who play an important role in deciding how much money is to be spent on the schools, are elected public

officials. Congress, which makes the final decision about how much money will be available for public education, is not accountable to the citizens of the District of Columbia.

3. The Board of Education has responsibility for public education, but in some areas it has not had full authority.

For example, the Board has no authority to levy taxes or issue bonds to finance the schools. In past years, it has not had authority to set salary levels for its employees. However, the Board will have this authority in January, 1980. Also, the Board has not had legal authority to contract or to maintain school buildings. Other agencies in the city government have done this for the school system.

4. The public school system, headed by a Superintendent appointed by the Board of Education, is a huge bureaucracy.

Its budget for the current fiscal year is expected to exceed $250 million. It employs hundreds of administrators and thousands of teachers and other employees. It has almost 200 schools. Like any bureaucracy of similar size, it can be sluggish, unresponsive and difficult to hold accountable.

5. The Superintendent, his staff, principals and teachers are public employees paid with money from taxes.

They are well paid and their pay does not depend on how well children learn. Furthermore, starting in January, 1980, members of the Board of Education will receive an annual salary of $17,500. The President

of the Board of Education will receive a salary of $20,000 per year. These salaries will be in addition to whatever Board members earn from other jobs. Citizens have a right to complain when they feel they are not getting their money's worth from the public school system.

6. Many citizens who complain about the quality of public education do little to improve it.

Voter turnout for school board elections is generally low. Many meetings of the Board of Education are not well attended by citizens. Council members say they do not hear from many people when it is time to make decisions about how much money the public schools should get.

7. The legal requirements governing public education are complicated.

A variety of statutes, rules and regulations, administrative directives, court orders and union contracts influence the operation of the school system. Some of these requirements change from time to time. Parents are often at a loss to understand how the school system operates and what their rights are.

8. The Board of Education and the school system have not done all they could to facilitate and increase parent involvement.

Politicians on the Board of Education seem to agree generally that parent involvement is a good thing. However, they appear to have difficulty agreeing on how much involvement in specific areas is a good thing. Thus, Board of Education policy in the area of parent involvement

is unclear. This is reflected in the school system's approach to parent involvement.

Given these facts, we believe that much can be done by organized parent groups to improve the quality of public education. In saying this, we recognize that much has been done, but maintain that a greater effort is required. The children deserve no less.

TABLE OF CONTENTS

page

Acknowledgements i

Preface. iii

Table of Contents. vii

Part One: Introduction and Overview

I. Introduction. 1
II. An Overview of Public Education in the District of Columbia. 5
A. Introduction 5
B. The General Powers and Authority of the Board of Education 5
C. The Board of Education: Membership, Operation and Committee Structure 9
D. The Superintendent of Schools. 17
E. The Central Administration 18
F. Regional Superintendents 18
G. Local Schools 19
H. Employee Unions. 19

Part Two: The Budget Process

I. Introduction. 22
II. An Overview of the Sources of Funds for the Public Schools. 22
III. An Overview of the Budget Process 26
Step 1 - Superintendent Issues Budget Call. . . 28
Step 2 - Offices and Regions Develop and Submit Budget Requests to the Superintendent 28
Step 3 - Superintendent Develops Proposed Agency Estimates and Submits Them to the Board of Education. 31
Step 4 - The Board of Education Approves the School Budget. 31
Step 5 - The Mayor Issues a Budget Call; Sets Budget Mark; Receives Agency Budgets; and Prepares the Total City Budget 33
Step 6 - The Council Revises and Approves the Total City Budget. 35
Step 7 - The Office of Management and Budget Incorporates the D. C. Budget into the President's Budget . . 37
Steps 8 & 9 - Consideration and Approval by Congress 38
1. House Appropriations Sub-Committee Hearings 39

TABLE OF CONTENTS

page

2. House Appropriations Sub-Committee Mark-Up. 40
3. House Appropriations Committee Reviews and Acts On. 40
4. House Floor Action 40
5. Joint Conference Committee Action. 40
6. House Action on Joint Conference Committee Approval 40

Step 10- The President's Signature. 43
Step 11- Board of Education-The Issuance of Control Allotments by the Division of Budget, D. C. Schools 43

IV. Determining Budget Allocations for Personnel. . 45
V. Determining Allocations for Non-Personnel Expenditures 50

A. The Issuance of the "A" (75%) Allotment . . 51
B. The Issuance of the "B" (25%) Allotment . . 52

Part Three: Personnel

I. Introduction 56
II. Selection of Regional Superintendents 58
III. Principals. 61
A. Filling Vacant Positions for Principals. 61
1. Requirements for Appointment of Principals. 61
2. Transfers 66
B. Evaluation. 68
C. Dismissal 72
IV. Teachers. 75
A. Filling Vacant Positions for Teachers . . . 75
B. Evaluating Teachers 81
C. Dismissals. 88

Part Four: Curriculum

I. Introduction. 93
II. Overview of the Decision-Making Process for Curriculum. 95
A. The Board of Education. 96
B. Board Committee on Educationl Programs. . . 98
C. The Superintendent. . . . . .
1. The Office of Instruction 101
CBC Coordinating Team 102
CBC Instructional Management Team . . . 103
CBC Instructional Support Team. 104
2. The Curriculum Council. 106
3. Regional Offices. 107

TABLE OF CONTENTS

page

4. Principals and Teachers 108
III. Textbook Selection 110

Part Five: Budget Decision Making Calendar (non-personnel and teacher allocations) . . 114

Part Six: Grievance Procedures for Parents and Students

I. Introduction 115
II. Steps in Grievance Procedures. 115

Part Seven: Supplemental Information

Appendix A Road Map to Special Education. . . 118

Appendix B Bibliography 126

Appendix C Members of the Board of Education 129

Appendix D Members of the Board of Education Committees 131

Appendix E Regional Superintendents of the Board of Education and Geographic Divisions 133

Appendix F Members of the District of Columbia Council 135

Appendix G Distribution of Local School Positions-Criteria, Standards and Application 136

Appendix H Sample (PBSA) Allotment and Distribution Form. 143

Appendix I School Evaluation. 144

Appendix J School Assessment Form 167

Appendix K Teacher Appraisal Process. 168

Appendix L Regional Assistants for Instruction. 202

Appendix M Parent and Community Organizations. 203

PART ONE - INTRODUCTION AND OVERVIEW

I. Introduction

Several different mechanisms for parent involvement exist at the local school level in the District of Columbia. These include Neighborhood School Councils authorized in 1978 by the Rules of the Board of Education, Parent and Teacher Associations, Home and School Associations, School Advisory Councils required for certain schools by Title I of the Elementary and Secondary Education Act, and such bodies as the Adams, Reed and Anacostia Community School Boards which are renegotiating parent involvement agreements with the Board. In addition to such parent involvement, the contract between the Board of Education and the Washington Teachers' Union provides for organized teacher involvement through School Chapter Advisory Committees which make certain recommendations to principals.

Some schools may have one or more of these mechanisms. For example, it is possible to have a school with a Neighborhood School Council, a PTA or Title I PAC and a School Chapter Advisory Committee. Consequently, a principal interested in effective parent and community involvement may have to contend with several sources of advice, some of which may overlap or be in conflict. This situation suggests that despite the regulations for Neighborhood School Councils, the Board of Education has yet to develop a comprehensive and effective policy for parent and community involvement at the local school level.

Irrespective of the type of mechanisms for parent and community involvement, such organizations at the local school

level frequently confront a common problem: lack of information or erroneous information about (1) the decision making process; (2) the degree of discretion and authority exercised by principals at the school level; and (3) the extent to which parents and community members are, or could be, involved in the public school system, particularly at the local school level.

This manual is designed for parent groups. It attempts to provide basic information on how the public school system operates in the key areas of budget, personnel and curriculum and to suggest how parent involvement can be increased and made effective in these areas.

Thus, the manual is premised on the assumption that increasing parent involvement in public education, and increasing the effectiveness of this involvement, are good ideas. These ideas are not uniformly endorsed, however; there remains a strong current of sentiment which holds that education should be left to professionals and that parent involvement in education trespasses on the territory of the professionals.

Yet, the demands of parents for greater involvement in education decision making can be viewed as part of a much broader movement for client participation in decisions made by professionals who serve them. Indeed, it is no accident that the greatest advances of the broad movement toward increased client participation in the delivery of professional services have been made in the field of education. The public schools are public institutions and, as such, are appropriately governed by open-door, rather than closed-door decision making.

More important, though, the significance of home-school, teacher-parent relations to the overall success of the education of children has long been recognized, and the impact of a child's pre-school years on his or her eventual success in school necessarily places parents in a crucial educational role.

Organized parent involvement in education decision making has grown from these root conditions and has developed pragmatically in response to two additional realities. First, educational policies established at the building or system level affect the education of children as well as the individual or small group interactions of children with their teachers. Second, to participate effectively in the development of educational policies, organization is essential. The result has been the formation of groups of parents concerned about the development and implementation of public school policies.

This manual does not attempt to define the roles of the different parent groups currently active in the District of Columbia. The manual has a more general purpose, providing information to all parent groups, and all individuals, who have need for a general introduction to the school system.

The basic information provided in the manual is limited both in its degree of detail and its scope. For example, the budget process could be discussed in much greater detail. However, the manual provides only an introduction to this process. Moreover, the focus of the manual on three topics - budget, personnel and curriculum - necessarily means that other important

topics, such as discipline, education of the handicapped[1/] and school closings, are not specifically addressed. The scope of the manual has been limited to these three topics both to speed its preparation and to reduce its length. Supplements to the manual covering different topics, however, are planned.

The supplements mentioned above will provide updated information as well as new sections expanding the scope of the manual's coverage. Board rules change, new court decisions are issued and legislative changes are also possible. Frequent updating is necessary for all documents discussing the law, even documents as general as this one. Thus, this edition of the manual is not timeless, although some portions may become obsolete less rapidly than others.

Another important limitation of the manual is that it does not discuss such subjects as how to organize a parent group or how to establish procedures for keeping an organized parent group operating well. The problems parents face in this regard are not unique to the District of Columbia; other published sources discuss them at length and suggest solutions. (See the bibliography in Appendix B). This manual is premised on the existence of active, organized parents and assumes that other sources will be used to assist in generating the organized activism required. The manual offers information specific to the District

1/ Appendix A contains a D. C. Citizens for Better Public Education newsletter article entitled, "For Parents Seeking Help-Road Map to Special Education".

of Columbia to assist such organized groups, and this information should be useful as well to active individuals.

In the following section we present a brief overview of the structure of public education in the District of Columbia. This is followed by Part Two which discusses the budget process. Part Three describes the personnel process, especially as it relates to principals and teachers. Then, Part Four discusses the curriculum process, with an emphasis on the implementation of the competency-based curriculum. Part Five contains a calendar which shows when important events occur and when important decisions are made. The purpose of this calendar is to give parent groups a sense of when it is important to participate in particular decisions. Finally, Part Six outlines the grievance procedures for parents and students.

II. An Overview of Public Education in the District of Columbia

A. Introduction

This section of the manual presents a brief overview of (1) the general powers and authority of the Board of Education; (2) the Board of Education; (3) the Superintendent of Schools; (4) The Central Administration; (5) Regional Superintendents; (6) Local Schools; and (7) Employee Unions.

B. The General Powers and Authority of the Board of Education

The Board of Education derives its powers from the Congress of the United States. The basic documents which set out the powers of the Board are the Organic Act of 1906, as amended by the District of Columbia Elected Board of Education Act of

1968 (Public Law 90-292), and the District of Columbia Self-Government and Governmental Reorganization Act.[2/] These Acts have been codified and can be found in the District of Columbia Code (The Code).

Under the Self-Government Act the "control of the public schools in the District of Columbia is vested in a Board of Education..."[3/] The Act also designates the Board as an "independent agency".[4/] This designation denotes a degree of independence from the Mayor and Council, and is bolstered by the specification that its members be elected. However, the precise degree of independence which an "independent agency" is to have under the Self-Government Act is unspecified and remains unclear.

Congress' purpose in enacting the Self-Government Act was to delegate limited home rule powers, including "certain legislative powers to the District of Columbia," to relieve Congress of the burden of legislation upon essentially local District matters. The Act delegates broad legislative powers to an elected council. These powers are subject to certain congressional limitations. One express limitation on the Council's power is the delegation by Congress of "control" over

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2/ Public Law 93-198, 87 Stat. 774 (1973). Title IV of the Act, the "charter" for the District of Columbia Government, was approved by Congress and the voters of the District of Columbia by referendum. Effective January 1, 1975, it granted to the District of Columbia Government limited home rule powers.

3/ Self-Government Act 495. This language is identical to that in the Code, 31-101(a) (Supp. V 1978).

4/ Self-Government Act Title IV Part F.

the public schools to an elected Board of Education. An additional limitation is that the Mayor and Council cannot "specify the purposes for which (Board) funds may be expended or the amount of such funds which may be expended for the various programs under the jurisdiction of the board..." [5/] although the Mayor and Council may increase or decrease the total amount of the Board's budget. [6/]

The Board is required "to determine all questions of general policy relating to the schools...appoint the executive officers...define their duties and direct expenditures." Board "control", as used in the District of Columbia, does not legally or in practice mean or result in complete Board autonomy from Congressional or Council regulation. In certain areas, Congress has regulated Board action in great detail. In other areas the Council has enacted legislation which impacts on the Board, e.g., the new District of Columbia Government Comprehensive Merit Personnel Act of 1978 (D.C. Act 2-300) which requires a separate personnel management system for educational employees of the Board of Education. However, in some areas the Board issues regulations that in most states are the subject of state legislation. The picture is further complicated by the fact that Congress has conferred certain functions, largely related to school buildings, purchasing and disbursing funds on other agencies of the District of Columbia Government. [7/]

5/ Self-Government Act, 102(a).

6/ Self-Government Act 452, Code, 31-104-1 (Supp. V. 1978).

7/ Code 31-103 (1973).

The Board is presently authorized by Congress to appoint, promote, transfer and dismiss school personnel upon the written recommendation of the Superintendent.[8/]

The Board is also authorized to create its own salary classification system and personnel management system by recent Council legislation enacted pursuant to the Self-Government Act. And, Congress, through the Code, defines the duties of the Superintendent in very general terms.[9/]

The Board is directed to provide free textbooks and other necessary books and supplies,[10/] but can only purchase books and supplies that have been recommended by the Superintendent and approved by the Board.[11/]

Congress has also conferred certain other functions pertaining to the D. C. schools on agencies of the District Government. For example, the District Government is given the power to acquire and hold real estate for school purposes,[12/] purchase sites for school construction,[13/] prepare architectural plans for school construction[14/] and construct school buildings.[15/]

8/ Code 31-102 (1973).

9/ Code 31-105 (1973). The Superintendent is to direct and supervise "all matters pertaining to the instruction in all the schools under the Board of Education."

10/ Code 31-401 (1973).

11/ Code 31-404 (1873).

12/ Code 1-105 (1973).

13/ Code 1-812 (1973).

14/ Code 9-219 (1973).

15/ Code 9-220(a) (1973).

Congress did not make the Board fiscally independent from the District Government; it has no power to tax or to raise money through bond issues. Its appropriation authority comes from Congress to and through the District Government. The Board annually transmits to the Mayor and the Council a detailed estimate of the funds required for the public schools and the Mayor must transmit the Board's estimates to the President and to Congress in his annual estimate of appropriations for the District of Columbia.[16/] Once funds are appropriated and allocated for public schools, the Board has the power to "direct expenditures" within line item categories included in the Mayor's submission to Congress and approved by the Congress.

C. The Board of Education: Membership, Operation and Committee Structure

The Board of Education is composed of 11 elected members.[17/] Eight members are elected from Wards and three members are elected at-large. (The names and phone numbers of the present members of the Board, the Executive Secretary and the General Counsel are listed in Appendix C.)

The Board of Education holds its regular stated monthly meetings at the Presidential Building, 415 12th Street, Northwest, in the 12th floor Board room on the third Wednesday of each month at 7:30 p.m. In addition, the Board also holds a community meeting once monthly during the school year. These

16/ Code 31-104 (1973).

17/ Elections to fill the seats of Board members whose terms have expired are held on the first Tuesday in November. Parents who want additional information about election procedures should call the Board of Elections and Ethics (347-9725) in Room 7 of the District Building at 13th and E Streets, Northwest.

meetings are held in different Wards each time. Occasionally, the Board holds special meetings at designated places throughout the city to deal with issues of major concern to citizens. If parents or a parent group wishes to be placed on the mailing list or get the agenda of what will be discussed at the meetings, a call should be placed to the Executive Secretary. The meetings are generally open to the public but, in order to speak at a community meeting, one must notify the Executive Secretary at least 24 hours in advance of the meeting. Citizens or groups of citizens may also petition the Board for changes in rules or policies.

It is important to note that the Board must make all final policy decisions in a public meeting. Although the Board can discuss certain matters in meetings which are closed to the public ("executive session"), it cannot make final policy decisions in meetings that are closed to the public. 18/

There are problems regarding public participation in Board activities. These problems include (1) the scheduling of committee meetings at times when it is difficult for working parents to attend and (2) the lack of timely notice about committee meetings and public hearings held by the Board or its committees. On the one hand, Board members indicate their concern about the low level of parent involvement in Board activities. On the other hand, the Board, as a public institution, does not seem to behave as if it wants to increase parental involvement in Board activities.

18/ Goodwin v. District of Columbia Board of Education, 343 A.2d 63 (D.C.Ct.App. 1975.)

The Board has several committees that are in charge of particular areas. These committees, which are described below, are particularly important for parent involvement purposes because the Board does almost all of its work through them. The committees review and study different issues and problems and make recommendations to the Board for its action. The Board, in fact, rarely or never takes action on anything without a recommendation from committees, except for resolutions and random motions.

These committees usually meet monthly in public session. They may, from time to time, hold public hearings or special oversight meetings to elicit views from the community. Unfortunately, such meetings and hearings are usually scheduled during the day when it is difficult for parents and working people to attend. Parent groups can call the Executive Secretary of the Board or the respective committee chairpersons to find out when these committees have scheduled meetings or hearings.

Parents who wish to impact on policy at the Board level should, in addition to working through their Ward representative on the Board, (1) familiarize themselves with the responsibilities of each committee and with the identify of the committee chairperson and committee members; (2) find out when committee meetings are scheduled by the Board; (3) lobby committee members before committee meetings; (4) ask the chairperson of the committee to place them on the agenda for the meeting or, if a committee hearing, on the witness list; (5) attend the committee meeting, state their views in writing to members of the committee; (6) ask the chairperson of the committee to send them a copy of

the committee report, which will contain the committee's recommendation, before the Board meeting at which the committee will report its recommendations; (7) lobby Board members before the Board meeting to support the action parents want; and (8) attend the Board meeting to see how members vote.

It is important for parent groups that want to impact on policy at the Board level to understand the structure and functions of the different Board committees. The eight committees and their areas of responsibility are described below. (Members of these committees and their telephone numbers are listed in Appendix D).

1. Committee of the Whole

The Committee of the Whole consits of all members of the Board of Education. The Board meets as a Committee of the Whole to: (1) consider personnel recommendations submitted by the Superintendent of Schools; (2) consider all personnel matters relating specifically to the immediate staff of the Board of Education; (3) evaluate the performance of the Superintendent of Schools; (4) consider all matters relating to collective bargaining and receive briefings on labor contract negotiations; (5) consider contracts of any kind to be made with the community or community groups; and (6) consider major organization changes recommended by the

Superintendent.[19] The Committee of the Whole may discuss such matters as personnel concerns, litigation and collective bargaining in executive session, but may not make final policy decisions in executive session.[20]

2. Committee on Internal Staff Operations

Consisting of three members, this Committee basically works with the Executive Secretary on staffing patterns and overtime and recommends changes for achieving effective work patterns in the public school system.[21]

3. Committee on Rules, Policies and Legislation

Consisting of three members, this extremely vital Committee is responsible for the legal framework for operation of the school system. For example, this Committee, in consultation with the Board's General Counsel, drafts proposed rules for the Board. Once approved by the Board, the proposed rules are published in the District of Columbia Register (a daily legal publication of

19/ Memorandum on Committee Assignments dated Feb. 1, 1979, from Minnie Woodson, President of the Board of Education, to Board members. p. 2.

20/ Goodwin v. District of Columbia Board of Education, 343 A.2d 63 (D.C.Ct.App. 1975).

21/ Memorandum on Committee Assignments dated Feb. 1, 1979. p. 3.

the D. C. Government) for public comment.[22/] After public comments are received, the Committee meets to consider the comments and to prepare, in consultation with the General Counsel, final rules for subsequent Board amendment or approval at a public meeting. Parent groups that are concerned about a proposed rule should understand that Committee meetings to consider public comments are important events. Committee members should be lobbied before such meetings and representatives of parent organizations should attend the Committee meeting. After the Committee completes its review of public comments and reaches agreement on the content of final rules, it prepares a report with recommendations to the Board for its action.

After the Board amends or approves the proposed final rules, they are considered final and have the force and effect of law.

The Committee is also responsible for oversight of the implementation of (1) Board rules and (2) court orders which direct the Board and the school system to do certain things.

22/ The public comment period is usually open for 30 days after the proposed rules are published in the D. C. Register. During this period parent groups interested in a particular proposed rule can study the proposed rule and submit written comments on it. For those parent groups who do not have access to the D. C. Register, the best way to find out about proposed rules is to call either the chairperson of the Rules Committee or the General Counsel for the Board.

4. Committee on Educational Programs

The Committee on Educational Programs is one of the most important committees of the Board of Education. It is responsible for helping to develop Board policy for all aspects of the curriculum on the elementary and secondary levels, including the course of study, instructional support services, educational administration and staff development. It consists of five members. 23/

5. Committee on Student Support and Community Participation

Consisting of three members, this Committee concerns itself with activities related to physical, cultural and sociopolitical aspects of student life. This includes the operations of Pupil Personnel Services, the Office of Student Affairs, Counselors, Attendance Personnel and all extra-curricular activities including student organizations, e.g., the Student Advisory Council. 24/ Specifically, it monitors community participation which is the Committee's oversight function. It handles matters that have a direct impact upon community involvement, such as oversight of Neighborhood School Councils, local school boards, officer vacancy selections and regional superintendent appointments.

This Committee is extremely important in terms of parent involvement. Parent groups should follow

23/ Memorandum on Committee Assignments dated Feb. 1, 1979, p. 6.

24/ Id. at 14.

its activities closely and be prepared to lobby Committee members when issues related to parent involvement come before the Committee.

6. Committee on Employee Relations

Consisting of three members, this Committee is responsible for matters relating to the implementation of employee-management guidelines, the review of proposed and existing personnel policies and practices of the Board of Education, and consideration of appeals and grievances affecting the employees of the Board, which have not been satisfactorily adjusted by school officers. 25/

7. Committee on Buildings and Grounds

Consisting of three members, this Committee is responsible for all facilities planning, maintenance and safety of all facilities, sites and equipment under the jurisdiction of the Board of Education. The Committee is also responsible for the budgetary matters in these areas. 26/ However, the Finance Committee must ultimately approve any budget or fiscal recommendations that come out of the Committee on Buildings and Grounds.

8. Committee on School Finance

This is potentially the most important committee of all. Consisting of five members, it

25/ Id. at 19.

26/ Id. at 21.

is responsible for all matters relating to the D. C. school budget, e.g., D. C. regular appropriated operating funds and private grants. It concerns itself with all aspects of the operation and program management of the school system financed by federal grant funds, including accounts, budgets, review of program proposals and the administration of federal funds and of the capital budget.[27/]

Parent groups concerned about budget issues should pay close attention to the activities of this Committee.

D. The Superintendent of Schools

The Superintendent, Dr. Vincent Reed (724-4222), is in charge of the daily operation of the schools, including supervision of employees and preparation of the annual budget. The Superintendent is appointed by the Board for three years, after which he or she may be reappointed and his or her contract extended for another three years. The Board may remove the Superintendent at any time for "cause" which means for a good reason which can be proved.

The Superintendent is in charge of the central administration, which consists of several offices and divisions, which carry out the day to day tasks of running the system, e.g., the central administration is in charge of getting teachers, classroom aides, school workers, supplies and textbooks to schools

27/ Id. at 24.

and is responsible for all extra-curricular programs. The administrative policies issued by the Superintendent's office are bound in a notebook and are called the Superintendent's directives.

E. The Central Administration

In addition to the Superintendent and his immediate staff, the central administration includes several major administrative offices, administrative divisions and many smaller administrative sub-units, and hundreds of administrative staff. Although the limitations of space do not permit a description of all components of the central administration, the most important major offices include: The Office of Educational Accountability, the Office of Instructional Program Development and Services, the Office of School Operations and the Office of Management Services. Each of these offices is headed by an associate or deputy superintendent. The names and telephone numbers of the different offices, divisions and units and the personnel who staff them are contained in a document entitled: 1978-79 Directory, Public Schools of the District of Columbia. Parent groups that want to get a copy of this document, which is updated annually, should call the Superintendent's office.

F. Regional Superintendents

The District of Columbia public school system is presently divided into six geographical regions, each of which has its own regional superintendent and office. 28/

28/ No statute requires that the public school system be organized in this manner. The Board of Education has only adopted this system of regional administrative decentralization within the last several years. The Board of Education could change or even abolish the regional structure if it wished to do so. In fact, there is a possibility that the six regions will be reduced to five.

These offices provide administrative support for the schools in that particular region. The regional superintendents are also appointed for three years. (A map showing current regional boundaries and a chart with the names of the regional superintendents, deputy regional superintendents and the addresses and telephone numbers of their offices are contained in Appendix E.)

The Board rules provide for community participation on screening and selection panels for filling positions for regional superintendents (See Chapter 2, §§ 210-214 of the Board Rules.) The manner in which these panels operate is discussed in the Personnel section of this manual.

G. Local Schools

The local schools are themselves run by the principals who may have assistant principals to help them. The principal is in charge of all teachers who in turn run the classrooms. In junior and senior high schools, the teachers may be divided into departments according to the subjects. The department heads may advise or assist the principal in making decisions about such things as curriculum or budget. How much influence and control the teachers have is usually up to the principal.

The Board Rules provide for community participation in the selection panels for principals. (See Chapter 9 § 11 of the Board Rules). The manner in which these panels operate is discussed in the Personnel section of this manual.

H. Employee Unions

In the District of Columbia public school system, school officers, teachers and service personnel are represented

by unions. The principals and other school officers are represented by the Council of School Officers, Local 4 of the American Federation of School Administrators (AFL-CIO). The teachers and others covered under their contract are represented by the Washington Teachers' Union, Local 6 of the American Federation of Teachers (AFL-CIO). The service workers and related employees are represented by District Council 20 of Local 2083 for maintenance and custodial workers and District Council 29 of Local 2921 for secretarial workers. Each of these labor organizations has a contract with the Board of Education. These contracts generally define the terms and conditions of employment for members covered by the contract.

The union contracts, particularly the contract with the Teachers' Union, are especially important for parent groups because they influence the extent of parental involvement in certain areas. For example, the new contract with the Teachers' Union contains an Article IX which generally requires that, a principal must meet once a month with the School Chapter Advisory Committee (composed of not more than seven members of the Union in each school) to "consult on matters of school policy and questions relating to the implementation" of the contract. Thus, the principal is bound by contract to meet regularly with a union advisory committee to discuss school policy and implementation of the union contract. This is significant for parent involvement for the following reasons: (1) "school policy" includes areas of concern to parent groups; (2) the union contract contains provisions related to such areas as teacher evaluation, teacher

transfers, employee discipline, school operations, classroom discipline and student progress; and (3) the Teachers' Union was opposed to the Board rules for Neighborhood School Councils because, the Union argued, some of the advisory functions of the Neighborhood School Councils would undercut the role of School Chapter Advisory Committees provided for in the Union contract.

Thus, parent groups should realize that contracts with employee unions play an important role both in terms of shaping the school system's responses to parent involvement and in influencing the degree of parent involvement in important areas, particularly personnel.

PART TWO - THE BUDGET PROCESS

I. Introduction

The annual budget for the Board of Education reflects judgments and compromises concerning the level of resources needed to provide educational services to children in the public school system. How is it determined? Who controls it? Where can parents have an impact on the budgetary process? Answers to these questions may suggest ways you can make your parent organization a more effective participant in your school's future.

This part of the manual (1) discusses briefly the sources of funds available for public schools; (2) describes the major steps of the annual budget process; (3) sets forth a brief overview of the process by which personnel costs are allocated to schools; (4) describes the process by which the non-personnel budget for each school is allocated; and (5) suggests opportunities for parent involvement at appropriate points in these processes.

II. An Overview of Sources of Funds for the Public Schools

In the District of Columbia, the public schools are supported by tax revenues and some federal support in lieu of tax revenue (the federal payment). The Board of Education has no taxing authority and depends on funding established by the city and then by Congress. Each year a budget amount for the Board of Education is approved as part of the District of Columbia's total budget, which must be approved by the U. S. Congress. For fiscal year 1979 (October 1, 1978 - September 30, 1979) the budget for all D. C. public education, including higher education, is

estimated at almost $282 million. Of this amount, approximately $239 million was budgeted for the District of Columbia public school system. This meant that about twenty (20) cents out of each dollar in the overall budget for the District of Columbia was allocated to the public school system. Set forth below is a summary, provided by the D. C. public school system, of how this $239 million was to be expended.

D. C. Public School Budget - Fiscal Year 1979

Category	Amount
Classroom Instruction	$ 95,013,179
Small Group/Individual Instruction	12,829,486
Vocational/Technical Instruction	12,287,147
General Instructional Support	17,548,287
Pupil Services	4,209,081
Curriculum Development	2,113,469
Staff Development	1,976,741
Food Services	6,409,960
Building Operations and Maintenance	36,809,411
Construction Services	185,344
Financial Services	1,371,344
Business Services	2,171,903
Transportation Services	2,371,161
Teacher Retirement Fund	19,905,000
Personnel Services	1,193,748
Substitute Teachers	2,193,819
Data Processing Services	1,220,736
Special Services	816,248
Local School Management	14,509,230
Central Administration and Policy Management	4,803,209
Total	$239,043,600

The budget for the public school system includes funds which are expected to be received from federal grant programs and private sources. Federal and private grants are an important source of financial assistance that supplement the citywide instructional program. In fiscal year 1979, the District of

Columbia Public Schools (DCPS) administered approximately $42,500,000 in federal and private grants.

A large portion of the federal grant funds comes from three agencies: (1) the U. S. Office of Education, which administers such laws as the Elementary and Secondary Education Act, the Vocational Educational Act, the Emergency School Aid Act (ESAA) and the act providing for assistance to schools in federally affected areas (Impact Aid); (2) the U. S. Department of Labor, which administers the Comprehensive Employment and Training Act (CETA) and related youth employment programs; and (3) the U. S. Department of Agriculture, which administers the Food Services Program. The name, source, amount (for fiscal year 1979), and purpose of some of the grants from such agencies are set forth below:

Adult Basic Education Program - Source: U. S. Office of Education (USOE); Amount: $408,613

The purpose of this grant is to encourage and expand educational programs for adults to enable them to overcome language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens.

Bilingual Education Program - Source: USOE; Amount: $226,000

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA) provides funds for a program of instruction for children with limited English-speaking ability.

Emergency School Aid Act (ESAA) Basic Grant - Source: USOE; Amount: $1,979,799

The basic grant is for projects meeting desegregation needs in the school system.

Emergency School Aid Act Pilot Grant - Source: USOE; Amount: $50,696

The purpose of these funds is to help school children overcome the educational disadvantages brought about by minority group isolation.

ESEA Title I - Source: USOE; Amount: $16,595,573

ESEA Title I funds provide financial assistance to local education agencies serving areas of high concentrations of low-income families. Funds are used primarily for reading and mathematics skills development.

ESEA Title IV - Source: USOE; Amount: $1,534,478

Title IV of ESEA supports new, creative programs for libraries, in learning resources, guidance, counseling, testing, innovations in classroom instruction and education of the handicapped.

Food Services Programs - Source: Department of Agriculture; Amount: $12,521,916

These commodity and cash grants support the operation of the breakfast, lunch and special milk programs. Food Services funds are designed to help eliminate hunger and improve the health, through proper nutrition, of all school-aged children in the city.

Impact Aid Funds - Source: USOE; Amount: $4,800,000

Impact Aid funds are provided for school districts with large numbers of school children whose parents work and/or live on non-taxable federal properties. Funds are used primarily for administration and for some instructional programs.

Right to Read - Source: USOE; Amount: $139,000

Right to Read programs are designed to improve children's reading skills. One component provides state leadership training in reading instructions and another demonstrates the Weiss reading method in selected city schools. 29/

29/ For further information concerning a specific federal grant program in the D. C. public school system, parents can call the Division of Grants Administration at 724-4235.

III. An Overview of the Budget Process

The budget process for the District of Columbia, including the Board, is complex because of the unique relationship between Congress and the District. This uniqueness, coupled with the fact that the Board does not know in advance of budget preparation what percentage of the city's revenues will be allocated for the school system, makes long-range financial planning difficult, if not impossible.[30/] It is within this context that the budget process for the Board operates.

The actual development of the operating budget for the school system is a highly centralized process that is heavily influenced by student enrollment projections and by a system of standards and criteria that is used to allocate staff to schools. Thus, while much of the decision making regarding the development of the budget for the school system as a whole is somewhat removed from the local level, the fact remains that local school advisory groups can have, and in some cases have had, a substantial impact on local school operating decisions, including resource allocation decisions. Consequently, suggestions for how parents

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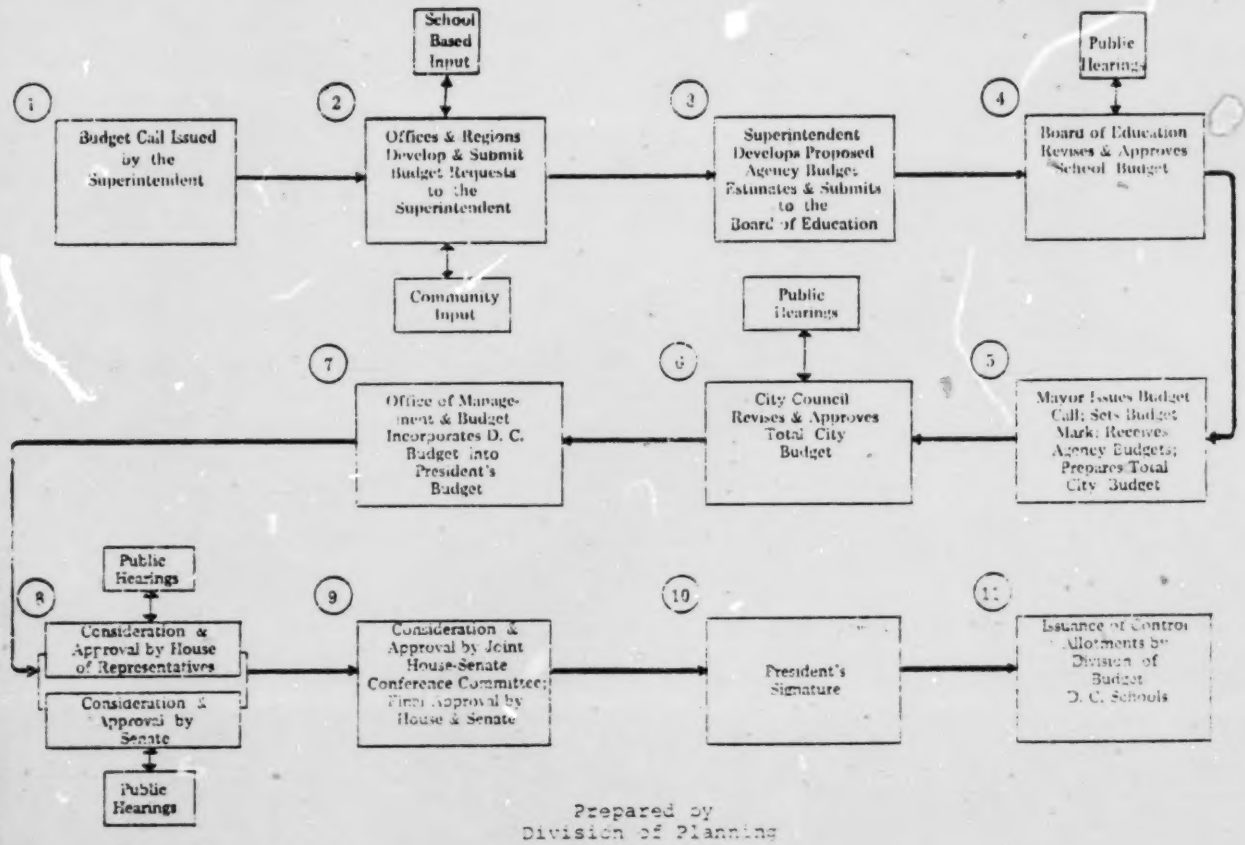
30/ The problem caused by the lack of advance information about the percentage of city revenues to be allocated for the school system does not appear to be a legal one. Instead, it appears to be a political problem, i.e, the District of Columbia Government is either unwilling or unable to tell the Board in advance what percentage of the City's revenues will be allocated for the school system. The District Government could solve this problem by developing an appropriate formula. If such a formula is to be developed, it should be publicly discussed before it is adopted and should permit the Board to make multi-year projections so that it can phase in or phase out programs.

can participate in the budget process are included in this section of the manual. A general understanding of the budget process can be helpful in determining which decisions remain within the discretion of the local school and which do not.

It usually takes over two (2) years to complete the budget process for the school system. For example, in January of 1979 the budgetary process began for money which will not be spent until the beginning of school year 1981-82. Since the budget process is complex and involves many different actors and offices, set forth below is a chart which portrays the major steps of the budget process. This chart is then followed by a brief description of each step, including the approximate date it usually occurs, and, where appropriate, suggestions for how parent groups can get involved. The approximate dates may vary from year to year.


School Based Input
1
Budget Call Issued by the Superintendent
2
Offices & Regions Develop & Submit Budget Requests to the Superintendent
Community Input
3
Superintendent Develops Proposed Agency Budget Estimates & Submits to the Board of Education
4
Public Hearings
Board of Education Revises & Approves School Budget
5
Mayor Issues Budget Call; Sets Budget Mark; Receives Agency Budgets; Prepares Total City Budget
6
Public Hearings
City Council Revises & Approves Total City Budget
7
Office of Management & Budget Incorporates D. C. Budget into President's Budget
8
Public Hearings
Consideration & Approval by House of Representatives
Consideration & Approval by Senate
Public Hearings
9
Consideration & Approval by Joint House-Senate Conference Committee; Final Approval by House & Senate
10
President's Signature
11
Issuance of Control Allotments by Division of Budget D. C. Schools

Prepared by
Division of Planning
August, 1977

Step 1 - Superintendent Issues Budget Call - March-April (or earlier)

The Superintendent calls for budget requirements from the heads of offices and regions in accordance with a time schedule established by the city government. The budget call is essentially a request, in memorandum form, for an evaluation of budgetary needs by Regional Assistant Superintendents and by central administrative offices. For example, on April 11, 1978, the Deputy Superintendent for Management Services issued the budget call for fiscal year 1980 (October 1, 1979 - September 30, 1980). The memorandum stated, in relevant part, that

> Regional Assistant Superintendents and heads of other divisions will receive print-outs from the Budget Office of their FY 1978 allotments detailing all FY 1978 regular budget allocations in the General Fund applicable to that division. Each accountable office should examine the program implications of its budget. The budget resources presently available must be reviewed to determine which resources may be reduced or deleted; and which resources are required as "new and improved services" with an identified source of funding in the form of a recommended redirection of resources.
>
> Central offices may find that there is a critical need for a particular new and improved service for which there is no available funding source within that division. A memorandum giving detailed justification may be submitted to the Budget Division for this purpose.

Role for Parent Groups: The issuance of the Superintendent's budget call formally initiates the budget process. Parent groups currently have no role in the issuance of the budget call.

Step 2 - Offices and Regions Develop and Submit Budget Requests to the Superintendent - March-April

In response to this "budget call", offices and regions prepare budget requests. Regional superintendents are not required to consult with principals and parent groups when they do this.

All submissions of budget requests in response to the budget call are made to the Superintendent of Schools through the Budget Division of the Office of Management Services.

Role for Parent Groups: The response to the budget call is an extremely important event. It is when parent groups should let the school system know about budgetary needs, i.e., before the Superintendent develops his proposed budget for submission to the Board. However, neither the Board nor the school system provides a formal opportunity for parent groups to express their budgetary concerns before the proposed budget is developed.

Parent groups should organize to change this situation so that they can present their views formally before the budget is developed.[31] They should insist that the Board Finance Committee hold public hearings, scheduled at times parents can attend, in each region before the regional superintendent responds to the budget call. Parent groups should also insist that these hearings be widely publicized by the Board. Parent groups and principals, as well as the regional superintendent, should attend these hearings to present written testimony on the budgetary needs of the schools.[32]

31/ The best examples of how the Board elicits community views before the fact is in the labor relations area. Board Rules require that the Board conduct public hearings to receive comments from the public on future negotiations with a union whose contract is scheduled to expire (Chapter 6, § 614.1). This allows members of the community to present their views before a new contract is negotiated. There is no apparent reason why the Board could not do the same thing in the budget area, i.e., hold public hearings on budgetary needs before the proposed budget is developed for submission to the Board.

32/ If a parent group wants help in preparing its written views on the budgetary needs of a school, it should call the Deputy (continued on next page)

Parent groups should give the regional superintendent a copy of their written statement and request that he or she include their written views with the response to the budget call. This will assure that budget officials in the central administration have written parent concerns in front of them as they begin to prepare the Superintendent's proposed budget for submission to the Board. It is important that parent groups act on the response to the budget call because once the budget officer types up and prints the Superintendent's proposed budget, there will be a natural bureaucratic tendency to resist changes unless directed by the Board of Education.

If the Board of Education refuses to hold public hearings in each region before the regional superintendent submits a response to the budget call, then parent groups should take the initiative by presenting their written views on budgetary needs to the regional superintendent before the response to the budget call is submitted. For the same reasons described above, parent groups should also ask that the regional superintendent include statements from parent groups with the response to the budget call.

(continued from previous page)

Superintendent for Management Services, Ed Winner, (724-4256) and ask that he send a person from the Budget Office to help the parent group. Mr. Winner is willing to provide assistance to parent groups. Written parent group views on budgetary needs should also be sent to the Ward representative on the Board.

Step 3 - Superintendent Develops Proposed Agency Estimates and Submits them to the Board of Education - March-April

Responses to the budget call are considered and modified in terms of the long-range plan of the school system and the priorities of the Superintendent. The Budget Division then prepares the Superintendent's budget estimates and recommendations in an approved format for submission to the Board of Education.

Role for Parent Groups: Parent groups presently have no real role at this stage of the budget process. However, since this is a critical step in the budget process, parent groups may wish to explore different approaches to communicating their views and concerns to the Budget Division while it is preparing the proposed budget for the Superintendent.

The preparation of the Superintendent's budget estimates and recommendations is handled by the Budget Division in the Office of Management Services, under the overall direction of the Deputy Superintendent for Management Services, Ed Winner (724-4256). Mr. Winner has made numerous presentations about the budget process to parents and community groups. Parent groups which have questions about the different considerations and trade-offs that go into shaping the Superintendent's proposed budget may wish to contact Mr. Winner.

Step 4 - The Board of Education Reviews and Approves the School Budget - May-June

Once the Superintendent's budget has been presented to the Board of Education, the Board refers the budget to its Committee on Finance, which usually holds monthly meetings. The

Committee reviews the budget and prepares recommendations for the full Board.

Role for Parent Groups: The extent to which parent groups can influence the budget at the level of the Board of Education will depend on several variables: (1) the willingness of the chairperson of the finance committee to schedule a sufficient number of public hearings on the budget at times parents can attend; (2) the willingness of the finance committee to undertake a critical review, as opposed to a cursory review, of the budget proposed by the Superintendent; (3) the quality of the research parent groups do on the proposed budget; (4) the clarity with which parent groups present their budgetary proposals; and (5) the political skill and determination with which parent groups pursue their concerns.

Since the finance committee usually holds monthly meetings and may hold public hearings, parent groups can call the Executive Secretary of the Board to find out when such meetings or hearings are scheduled. Parent groups should also request both a copy of the proposed budget and an opportunity to present their views on it at such meetings and hearings. If necessary, parent groups should pressure the finance committee to hold additional hearings.

After the finance committee concludes its deliberations on the proposed budget, the committee prepares a report with recommendations to the full Board. The Board of Education then considers the proposed budget estimates and recommendations and committee report, revises or denies proposed changes based on policy and relative priorities for utilization of resources,

and ultimately approves a final budget prior to submitting it to the Mayor.

Although the Board of Education is ultimately responsible for approval of the budget, it has sometimes attempted to solicit the community's views through public hearings on the budget. Parent groups should insist that the Board hold such hearings throughout the city to provide opportunities for community input.

Since scheduled hearings can be changed at the last minute, parent groups should call the Executive Secretary to confirm the date, time and location of such hearings. Citizens wishing to make a statement at such public hearings should contact the Executive Secretary of the Board, at least 24 hours in advance and request that their names be placed on the speaker's list for the hearing. Parents should use the hearings to voice their concerns about how they would like to see the money for the schools spent. Suggestions, criticisms and complaints should be submitted in oral and written form. Parent groups that are unable to attend these public hearings should communicate their views on the proposed budget by writing or calling appropriate members of the Board of Education.

Step 5 - <u>The Mayor Issues a Budget Call; Sets Budget Mark; Receives Agency Budgets; and Prepares the Total City Budget - July</u>

After the Mayor receives the school budget request from the Board of Education, he notifies agency heads throughout the city of the due date for agency budget estimates, considers projected city revenues and issues a budget ceiling to agency

heads. The Mayor then receives agency budget requests, adjusts his recommended funding level for public schools in line with other agency neecs and city priorities, prepares the total budget for the District of Columbia and transmits it to the Council.

In other words, after submission of the Board of Education's budget to the Mayor, the Mayor's Office of Budget and Management Systems (OBMS) enmeshes it with the city's operating and capital budget requests, accompanied by the Mayor's recommended funding level and other comments which he might have. The Mayor then transmits the overall city budget to the Council for its review and action. The budget includes his recommendations for a total amount of the Board's budget, i.e., the Mayor's "mark" for the school system. This mark is the total amount of funds that the Mayor thinks that the Board of Education needs. The Council then takes the Mayor's request into consideration when formulating the amount it thinks the public schools needs. The Mayor and Council can set the total amount for the Board's budget, but cannot dictate the use of funds. 33/

Role for Parent Groups: Since the Mayor recommends to the Council the maximum amount of the Board's budget, he plays an important role in the budget process. Yet, no formal mechanisms for formal involvement are provided at this point. However, parent

33/ In Evans v. Washington (Civ. A. No. 9393-76, September 7, 1978), the Superior Court of the District of Columbia held that it was impermissible for the Mayor to impose a personnel ceiling on the Board of Education that interfered with the Board's budgetary authority under the Home Rule Charter.

groups should lobby the Mayor's office to express their concerns about funds for the public schools. Lobbying can be done by making appointments to see the Mayor or his Special Assistant for Education, Diane Lewis (727-6424). Also, parent groups should send letters directly to the Mayor, the Special Assistant for Education and to the Assistant City Administrator for Budget and Management, Gladys Mack (727-6343). Letters expressing concerns about the decisions made regarding the budget for the schools can be sent to:

Marion S. Barry
Mayor's Office
1350 E Street, N. W.
Room 520
Washington, D. C. 20004

Gladys Mack, Assistant
City Administrator for
Budget and Management
1350 E Street, N. W.
Room 423
Washington, D. C. 20004

Mayor's Office
1350 E Street, N. W.
Room 520
Washington, D. C. 20004
Attention: Diane Lewis
Special Assistant for Education

Step 6 - <u>The Council Revises and Approves the Total City Budget - October-December</u>

The Council considers the Mayor's budget estimates and recommendations along with expected revenues, holds public hearings, revises the proposed budget and ultimately approves a final budget before submitting it to the President of the United States.

The Council has fifty (50) days to act after the Mayor transmits the proposed budget. During this period, the Committee

of the Whole, which is the entire Council, reviews the budget for the Board of Education and recommends funding levels for it. (For a list of Council Members and phone numbers, see Appendix F). The Committee of the Whole also balances the entire city budget with projected revenues and then the Council adopts the budget with one reading in a legislative session.

After Council action, the budget bill and accompanying report are transmitted to the Mayor for a ten (10) day review period. The Mayor may veto the budget act, allow it to go into effect without his signature, or formally concur with the budget amount transmitted by the Council. If the Council's budget request is vetoed by the Mayor, the Council can then override the veto with a two-thirds vote within thirty (30) calendar days.

The Mayor's and the Council's roles in the budget process for the Board of Education are extremely important. It is the last chance citizens have to influence the budget before it leaves the District Government. Congress pays more attention to the recommendations of the Mayor and the Council than to the original budget request of the Board. For example, for fiscal year 1979 (October 1, 1978 - September 30, 1979), the budget request by the Board of Education was $255,771.300. The Mayor's request or "mark" was $238,857,000. The Council's recommendation for the Board of Education was $239,043,600. Congress then appropriated an amount that slightly exceeded what the Mayor and Council wanted, but was substantially less than what the Board requested. The following chart demonstrates how this has worked for the past five fiscal years.

COMPARISON OF TOTAL BUDGET REQUESTED BY THE BOARD OF EDUCATION AND APPROVED BY THE D. C. COUNCIL AND CONGRESS

FISCAL YEARS - 1976-1980

Fiscal Year	Board of Education Request	Mayor's Request	D. C. Council Action	Congres'l. Action
1980	$296,750.4	$258,005.8	$264,005.8	$
1979	255,771.3	238,857.0	239,043.6	239,947.8
1978	255,770.7	222,067.0	224,062.0	223,556.0
1977	218,559.6	206,863.4	207,388.1	205,761.8
1976	223,721.1	209,020.4	200,646.6	199,532.5

Role for Parent Groups: The hearings before the Council's Committee of the Whole provide an additional opportunity for parents to voice their concerns. There are several ways that parents can find out about the schedule of these hearings. First, parents can check the D. C. Register where notice is placed fifteen (15) days prior to the hearing. Second, parents may request to be put on the Council's mailing list by calling Ms. Cleo Lewis at 724-8045. Weekly calendars of Council events will be mailed. Third, information can be received by calling the Committee of the Whole at 724-8016.

Step 7 - The Office of Management and Budget Incorporates the D. C. Budget into the President's Budget - November-December

The budget act is transmitted to the President whose Office of Management and Budget (OMB) reviews it. The OMB may make changes before the budget is submitted to Congress to be acted upon. The OMB determines (1) whether or not the City's budget is in line with the President's priorities; (2) whether

or not the requested federal payment is within the planned federal expenditures level; and (3) whether or not the President can sustain the Mayor's objections to the budget requests of the Board of Education and/or the Council.

Role for Parent Groups: Other than writing letters to the President or to the Office of Management and Budget stating their views, there is no formal role for parents at this time. However, if parent groups were sufficiently well organized, they could request a meeting with OMB officials to present their views on the budget.

Steps 8 and 9 - Consideration and Approval by the Congress - January-July (or later)

The Congress receives the District of Columbia budget from the President. The D. C. budget, including the school budget, is referred to the House and Senate Committees on Appropriations and then to the House and Senate Subcommittees that handle appropriations for the District of Columbia. These subcommittees working separately, examine the school budget in detail, hold public hearings, review data and justifications from the school system and eventually recommend an appropriations bill to their parent committee.

The hearings before the House Subcommittee on Appropriations for the District of Columbia normally precede the Senate hearings. In a normal year, the public education hearings on the D. C. budget are scheduled before the House Subcommittee in the middle of March. After that, hearings are usually held before the Senate Subcommittee in late April or early May. However, the

scheduling of these hearings may vary from year to year, depending on Congressional priorities.

After each subcommittee completes its hearings, it "marks-up" a draft appropriations bill for the District of Columbia and transmits the bill to its parent committee. The House and Senate Committees on Appropriations then review and act on the subcommittee bill. These full committees may increase or decrease amounts in their bills for the District of Columbia.

Once each full committee has completed its action, it reports its bill to the House or Senate for floor action, i.e., discussion, debate and a vote on the appropriations bill for the District of Columbia. Each bill is usually accompanied by a report of the full committee that considered the bill.

If the House and Senate pass different appropriations bills for the District of Columbia, the different bills are referred to a Joint Conference Committee where the differences are negotiated and reconciled. The compromise bill of the Conference Committee is then usually returned to the House and Senate for approval. A report of the Conference Committee is usually prepared to accompany the bill.

Although the House and Senate consider the D. C. budget at different times, the steps listed below for the House are the same for the Senate.

1) House Appropriations Subcommittee Hearings

At the hearings, the Superintendent and members of the Board of Education justify the Board's budget to the House Appropriations Subcommittee.

2) House Appropriations Subcommittee Mark-Up

After the hearings, the Subcommittee reaches an agreement on the amount it will recommend for public education in the District of Columbia. This is done in a "mark-up" session, in which the Subcommittee prepares an appropriations bill for the District of Columbia. The Subcommittee then reports this bill to the House Appropriations Committee.

3) House Appropriations Committee Review and Action

The House appropriations Committee reviews and acts on the Subcommittee's bill. If changes are desired, the bill will be "marked-up" again. Then a Committee bill is prepared for consideration by the House. A report is usually prepared to accompany the bill. In the House (but not in the Senate) the bill is then sent to the Rules Committee, which puts it on a calendar for consideration by the House.

4) House Floor Action

After the bill reaches the House floor, the House approves, amends or disapproves the bill.

5) Joint Conference Committee Action

Any differences between House and Senate appropriations bills are usually resolved by a Joint Conference Committee composed of certain members of the House and Senate Appropriations Committees. The Conference bill is usually sent back to the House for approval. The Conference Committee usually prepares a report to accompany the bill.

6) House Action on Joint Conference Committee Approval

The House must approve or disapprove the Joint Conference Committee's bill regarding the resolution of differences between the House and the Senate Committees. 34/

34/ If Congress fails to complete action on the budget for the District of Columbia before the end of the fiscal year, it will pass what is called a "continuing resolution" instead of an appropriations act. A continuing resolution usually permits the District of Columbia government to expand the level of funds appropriated for the fiscal year just ended. Congress usually passes an appropriations act later in the fiscal year.

Role for Parent Groups: Members of parent groups should attend the public hearings held before each of the subcommittees. They should also request to be placed on the witness list to present testimony about the budget for the public schools. Parents should also write letters for inclusion in the record of the hearings and should also call the staff persons listed below to express their concerns about funding for the schools.[35/] For more detailed information about the dates and times of House and Senate Subcommittee hearings on the budget for the Board of Education, parents should call or write:

District Subcommittee of the House Appropriations Committee
Capitol Building
Room 8301
Washington, D. C. 20515
Telephone: 225-5338

The Chairperson of the Subcommittee is Representative Charles Wilson. The staff person is Americo Miconi

District Subcommittee of the Senate Appropriations Committee
Dirksen Senate Office Building
Room 1116
Washington, D. C. 20510
Telephone: 224-7220

The Chairperson of the Subcommittee is Senator Patrick Leahy. The staff person is John Gnorski.

Parents should write to individual Senators or Representatives on these subcommittees and express their concerns about the budget for the public school system. The staff persons listed above, who play an important role behind the scenes, can

35/ The staff persons on the House and Senate Appropriations Subcommittees for the District of Columbia play a very important role in determining funding levels.

tell parents which Senators or Representatives serve on these subcommittees.

In addition to contacting the above persons, it is also important that concerned citizens contact Walter Fauntroy, the District's delegate to Congress. He is the representative for the citizens of the District of Columbia. He sits on the House District Committee and is Chairperson of the Subcommittee on Government Affairs and Budget. Parents should call or write:

Delegate Walter Fauntroy
2350 Rayburn House Office Building
Washington, D. C. 20510
Telephone: 225-8050

Parents should also write to the House and Senate Committees on Appropriations before they act on the bill for the budget of the District of Columbia. For information on when the House and Senate Committees will consider the bill, parents should write or call:

House Committee on Appropriations
Capitol Building
Room H218
Washington, D. C. 20515
Telephone: 225-2771

The Chairperson is Representative Jamie Whitten.
The staff person is Keith Mainland.

Senate Committee on Appropriations
Dirksen Senate Office Building
Room 1235
Washington, D. C. 20510
Telephone: 224-3471

The Chairperson is Senator Warren Magnuson.
The staff person is W. Featherstone Reid.

The Joint House-Senate Conference Committee has no particular office. However, persons desiring information can contact either Mr. Miconi (225-5338) or Mr. Gnorski (224-7720).

Step 10 - The President's Signature

Once Congressional action has been completed, the appropriations act for the District of Columbia is sent to the President for his signature or veto. After the President approves it, the Office of Management and Budget formally notifies the District of Columbia Government of final appropriations.

Role for Parent Groups: The President indicates his approval by signing the appropriations act into law. This is the only action taken. No provision is made for parental involvement at this point.

Step 11 - Board of Education - The Issuance of Control Allotments by the Division of Budget, D. C. Schools

Once the Superintendent has been informed of what the allocation is for the Board of Education, the school system prepares a proposed "financial plan" to determine how the money will be used. In general, the major events in the financial plan and control allotment process include the following:

- Determination of budgetary allotments for personnel and translation of these into positions for schools. 36/
- Determination of budget allotments for non-personnel items such as textbooks, equipment, supplies and other materials to be purchased by each school. 37/

36/ A description of this process, including opportunities for parent group involvement, is contained in the following section entitled "Determining Allocations for Personnel."

37/ A description of this process, including opportunities for parent group involvement, is contained in a subsequent section entitled "Determining Allocations for Non-Personnel Expenditures."

- Submission of the proposed financial plan to the Board.

- Review of the proposed financial plan by the Board's Finance Committee.

- Board revision and approval of the financial plan.

- Issuance of control allotments for non-personnel expenditures through regions to local schools. 38/

- Reporting on a quarterly basis for the regular budget and on a monthly basis for grant funds.

- Monitoring of control allotments by the Division of Fiscal Control and the regions to insure that expenditures conform to the plan and that any changes are made in accordance with established procedures.

Role for Parent Groups: Since the role of parent groups in determining personnel and non-personnel allocations is discussed in subsequent sections, the discussion that follows focuses on the role parent groups could play at the Board level during review and approval of the financial plan.

As previously indicated, the Superintendent's proposed financial plan is reviewed by the Board's Finance Committee before Board action. The extent to which parent groups can impact on the financial plan will depend on (1) the willingness

38/ Control allotments are based on the line item categories in the budget. Each region receives two (2) copies of the allotment and forwards one copy to the local school. These control allotments constitute explicit authorizations to expend funds and otherwise obligate resources of the school system in accordance with the approved plan of operation. This does not mean that the school receives the money itself, but only that it receives permission to spend a certain amount of money which is actually expended by the purchasing office.

of the chairperson of the finance committee to hold public hearings on the proposed financial plan; (2) the willingness of the finance committee to undertake a critical review, as opposed to a rubber stamp review of the proposed financial plan; (3) the quality of research that parent groups do on the proposed financial plan; (4) the clarity with which parent groups make their recommendations; and (5) the political skill and determination with which parent groups pursue their concerns.

The proposed financial plan is a very important document. It is essentially the proposed final "budget" for the school system. Parent groups interested in impacting on the proposed financial plan at the Board level should (1) get a copy of it before the Board finance committee reviews it; (2) urge that the Board finance committee hold public hearings on it; (3) analyze the proposed plan; and (4) present written recommendations during public hearings or in communications with committee members. Once the proposed financial plan is submitted to the Board by the finance committee, it is unlikely that the Board will make any extensive revisions on it.

IV. Determining Allocations for Personnel -- March-April

The process by which personnel are allocated to schools is complex, but it is important that parent groups have a general understanding of it so that they can participate in decisions at the local school that affect the allocation of personnel to the school. The major events in this process are as follows:

- Each local school assesses the need for personnel, including teachers, by

preparing in March or April of each year an estimate of the number of students expected to enroll in the school in the Fall. (This is called a student enrollment projection.)

- The enrollment projections are sent to the central administration's Office of Research and Evaluation which reviews them and may revise them.

- The Office of Research and Evaluation sends the enrollment projections to the Budget Division of the Office of Management Services for use in determining personnel allocations. 39/

- The Budget Division uses a system of criteria to decide how many positions, including teaching positions 40/ should be assigned to a school.

- The Budget Division sends the number of positions calculated for each school to the schools through the regional office.

39/ See Appendix G (Distribution of Local School Positions: Criteria Standards and Application) which sets forth the criteria used to determine the number of different positions at elementary, junior high and senior high schools in September 1979.

40/ The number of teaching positions at a school (the per school teaching personnel allotment) is calculated by dividing the number of teaching positions citywide into the projected citywide pupil population. This produces an assignment ratio. When the assignment figure is divided into the projected enrollment at school, this yields the number of teaching positions. The following example should show how this calculation is made.

Assume 6,000 teaching positions citywide and a projected citywide pupil population of 132,000. Assume further that a school has 18 teaching positions this year and a projected pupil population of 300 for next year and that you want to calculate the teaching personnel allotment for the school for the coming year. The following procedure would be used to determine the number of teaching personnel assigned to the school.

Number of Teaching Positions Citywide	6,000
Projected Pupil Population Citywide	132,000
The assignment ratio will be 132,000 ÷ 6,000 =	22.1

at this school. Thus, 300 ÷ 22 = 13.6, or 14 teaching positions. Since this school, hypothetically, had 18 teaching positions this year, it would lose 4 teaching positions next year.

- The schools, often in consultation with the regional office and sometimes with parent groups, use this information to make preliminary school level decisions about staffing for the next school year.

- The school transmits these decisions to the regional office which factors in considerations about intra-regional transfers of personnel.

- The regional office sends this information to the personnel office which makes initial assignments of personnel for the next school year. (This assignment process usually begins in the late Spring and can extend through the Summer.)

- After school starts, the regional office, in conjunction with schools and the personnel office, may make some preliminary adjustments in assignments because enrollments at some schools may be less than was projected.

- In October, after the enrollment situation has settled down, the school system calculates actual enrollment at each school.

- Based on these actual enrollments, the school system plans any transfers needed to be in compliance with the pupil/teacher ratio order in Hobson v. Hansen 41/ and with the comparability

41/ The equalization order in Hobson v. Hansen, 327 F.Supp. 864 (1971), was modified in 1977 to require that each elementary school maintain a pupil/teacher ratio that does not deviate by more than plus or minus five percent from the average pupil/teacher ratio for all elementary schools in the city. Hobson v. Hansen, Civil A. No. 82-66 (D.D.C. September 19, 1977). The pupil/teacher ratio applies only to (1) certified regular classroom teachers paid from the regular D. C. budget, Impact Aid, and other non-categorical federal funds and (2) special subject reachers paid from such funds. The order does not apply to the allocation of teachers or special education services for the handicapped. Board Rules extend the pupil/teacher ratio requirement to junior and senior high schools.

requirements in federal regulations for the Title I ESEA program. 42/

- During the mid-year break, the school system makes any transfers needed to comply with Hobson v. Hansen and with Title I comparability.

Role for Parent Groups: The most important point at which parent groups can influence a principal's decision about staffing for the next school year comes in the Spring - usually around Easter - when the principal must make preliminary staffing decisions for the next school year. Parent groups should actively participate at this stage by keeping informed of staff developments at the local school. Parents should assess staffing needs at the local school by requesting information from the principal regarding the student-teacher ratio or by forming community committees that deal specifically with staffing needs at the local school; they can help decide the distribution of positions by helping to determine what staff should be phased out or what staff should be developed.

To participate actively in this process, it is important that parent groups understand how much discretion a principal has in determining the staffing patterns at a school. Although centralized decisions, based on enrollment projections and staffing criteria, determine how most teaching positions will be filled, each principal also has some discretion

42/ 45 C.F.R. § 116a.26 (1978). The comparability regulation provides that services provided with state and local funds in Title I schools will be comparable to services provided in non-Title I schools if each Title I school has ratios of (1) children to instructional staff and (2) expenditures per child that are at least nearly equal to the same ratio for the average of the schools not receiving Title I funds.

in deciding the remaining type of teacher "service days" to purchase at a school. The amount of this discretion varies depending on the size of the school. In schools with less than 500 students, a principal usually has limited discretion because there are not that many "service days" to purchase after centrally determined decisions have been made. In this situation, the small school may be able to purchase the equivalent of only a few teachers. In schools with over 500, however, this discretion can be significant because the number of "service days" a principal can purchase can be the equivalent of several teachers. In general, the larger a school is, the more discretion a principal has with respect to purchasing teacher "service days."

At some elementary schools, principals decide to use these discretionary "service days" to purchase specialists, e.g., art, foreign language and music teachers. At other schools, however, principals decide to use their "service days" to purchase more regular classroom teachers who are then used creatively by the principal with some support from fewer specialists. The basic point is that the principal has some flexibility in making decisions about how to use available discretionary "service days" and that parent groups should find out from the principal what the options are at their school and should advise the principal about their preference for the use of these "service days." As previously indicated, these decisions are usually made by the principal in the Spring - around Easter time.

Parent groups should also consult with the principal in October after the critical enrollment count has been taken. The purpose of this consultation should be to determine if it appears that the school will gain or lose teachers because of any transfers required to come into compliance with the pupil/teacher ratio order in Hobson v. Hansen or with Title I comparability. Since any such necessary transfers will be made at mid-year, parent groups should find out from the principal what options he or she has in terms of the teachers to be transferred in or out of the school and should advise the principal about their preferences.

V. Determining Allocations for Non-Personnel Expenditures

The amount of money a school will get for classroom support, e.g., textbooks, supplies, instructional materials, etc., is determined by the budget division based on a per pupil allocation. However, decisions about how the money for classroom support at a school will be spent are made by the principal.

The total non-personnel allotment for each school is based on (1) the total availability of funds to the entire school system; (2) the total population of the school system; and (3) each school's share based on its membership. As part of the financial plan and control allotment process, information about the amount of non-personnel allotment is provided to each school for planning purposes. The local schools then decide how they want to "spend" their money, e.g., so much for textbooks, so much for supplies, etc. The principal records

these choices on a form which is sent to the budget office where it is used in the final formulation of the financial plan and the budget.[43/] Once the financial plan has been determined in its line item detail, by the compilation of individual school decisions, control allotments are issued through the regions to the local schools.[44/] This total allotment -- the local school's share of the total funds for classroom support -- is "given" to the local school in two installments. The first installment, approximately 75% of the total, is "given" to the school in the Spring of the year, in preparation for the coming school year. The second installment is "given" to the school shortly after the opening of school in September, and is based on the actual membership recorded by the school at the opening of the school year. These are referred to as the "A" allotment (in the Spring) and the "B" allotment (at the opening of the school year.)

A. The Issuance of the "A"(75%) Allotment -- March-April

In the Spring of each year, based on the projected membership for the following school year, schools are given an "A" allotment for that school. This

43/ A copy of this form (PSBA-20) is contained in Appendix H.

44/ Control allotments are based on the line item categories in the budget. Each region receives two (2) copies of the allotment and forwards one copy to the local school. These control allotments constitute explicit authorizations to expend funds and otherwise obligate resources of the school system in accordance with the approved plan of operation. This does not mean that the school receives the money itself, but only that it receives permission to spend a certain amount of money which is actually expended by the purchasing office.

allotment is intended for the purchase of textbooks, library books, classroom equipment and other large-scale or bulk purchases in preparation for the following school year.

The following example demonstrates the process by which this allotment is determined.

> Assume that the school system has a budget of $5 million for classroom support for 1979-80, and that the pupil population would be used to determine the "A" allotment for a school of 500 pupils.

Total Available Funds	$5,000,000
÷ by projected population	100,000
= total per pupil amount	$ 50
x projected local school membership	500
= total anticipated allotment	$ 25,000
x 75% = "A" allotment	$ 18,750

It is this "A" allotment which the local school must then distribute over several possible purposes of expenditure, and submit the necessary purchase orders and other documents to obtain the materials they need for the coming school year.

B. <u>The Issuance of the "B" (25%) Allotment -- October-November</u>

With the opening of the school year, the local school will receive the second installment of its total authorized funds. If the actual membership in the school in September is close to the projected membership, the school should receive approximately

25% of its total allotment, representing the remaining portion. If the actual membership has differed from the projected membership, the allotment will be adjusted accordingly.

This second installment, or "B" allotment, is intended to purchase supplies and other consummable items used in routine daily operations of the school, and is not intended for large-scale purchases of textbooks, library books and classroom equipment. Again, let us look at an example.

> Assume that we have the same $5 million available, but that the actual membership in September is 99,750, rather than the 100,000 projected. Let us also assume that the school in question has an actual membership of 512, rather than the 500 projected. This is how the "B" allotment would be calculated.

Total Available Funds	$5,000,000
÷ by total membership	99,750
= total per pupil amount	$ 50.13
x actual local school membership	512
= total anticipated allotment	$ 25,667
- "A" allotment	$ 18,750
= "B" allotment	$ 6,917

Role for Parent Groups: In addition to a general concern for the amount of funds available in the total school budget for these expenditures, parent groups should advise the principal about the uses, and particularly the priority of needs,

to which these limited funds will be put. Parent groups should think carefully about how they wish to advise the principal about the priorities for and the uses of these funds. For example, a parent group may wish to develop a 3-5 year plan for the use of the funds. Such a plan could involve placing a high priority on building up a supply of textbooks in a given series, rather than haphazardly purchasing different series of books each year and then discovering later that there aren't enough complete sets for classroom use. Or, if a school has an adequate supply of textbooks, a parent group may wish to deemphasize heavy purchases of textbooks in favor of systematic purchases over a 3-5 year period of other materials and equipment. If, however, parent groups choose to engage in this type of long-range planning, they should stick to their plan. Otherwise, they may find that frequent changes in the plan lead to shortages.

As a general matter, a parent group should

- Determine from the principal exactly when decisions have to be made each year.
- Determine from the principal the estimated amount of funds available for the "A" and "B" allotments.
- Determine what the current situation is in the school with respect to textbooks, supplies, instructional materials, etc. (Are there shortages? Surpluses?)
- Decide whether to develop a long-range plan or an annual plan.
- Draw up, in consultation with the principal and the School Chapter Advisory Committee of Teachers' Union members, a list of options for meeting those needs through the use of the "A" and "B" allotments.

- Decide in consultation with the principal and the School Chapter Advisory Committee, on the priority of different needs and options.

- Write down the agreement reached with the principal and the School Chapter Advisory Committee and give them a copy.

- Ask the principal for a copy of the completed form (PSBA-20) on which the principal must reach his or her decisions about the use of funds for classroom support.

In planning for the use of the "A" and "B" allotments, parent groups should realize that, given limited amounts of funds, choices will have to be made. If the choice is to invest heavily in expensive textbooks, this will necessarily mean less money can be spent in other areas. Conversely, if most of the money is to be spent on equipment and supplies, there will be a limited amount left for textbooks. Other choices are possible. For example, a parent group may want to advise the principal that it is willing to forego the replacement of aging textbooks in order to make a significant purchase of new books for the library on a larger scale than in prior years.

Also, parent groups should think about different ways of achieving similar ends. For example, hard cover textbooks are more expensive, but also more durable, than paperback texts or workbooks. Parent groups should weigh such considerations and advise the principal about what they want.

PART THREE - PERSONNEL

I. Introduction

Parent organizations often lack basic information about how personnel in the public school system get hired, evaluated, transferred and terminated. Furthermore, parents are frequently uncertain about the extent to which they can be involved in personnel matters.

Before discussing the general area of personnel, it is important to mention several limitations that constrain personnel decisions and impact on the role parent groups can play in this area. These include:

- Constitutionally protected rights of public employees, e.g., due process rights, First Amendment (freedom of speech) rights, etc.

- Statutory rights of public employees, e.g., the right not to be discriminated against because of race, sex, national origin and religion.

- Union contracts which prescribe requirements governing such matters as transfers, evaluations, disciplinary actions and grievance and arbitration procedures for teachers and principals.

- The 1977 court order in Hobson v. Hansen which requires that elementary schools maintain a pupil/teacher ration that does not deviate by more than plus or minus five percent from the average pupil/teacher ratio of all elementary schools. 45/

45/ Hobson v. Hansen, Civil A. No. 82-66 (D.D.C. September 19, 1977). The school system sometimes has to transfer teachers in or out of a school to meet the pupil/teacher ratio requirements of this order. Also, Board Rules extend the pupil/teacher ratio requirements to junior and senior high schools. The pupil/teacher ratio in the court order applies to only certified regular classroom teachers paid from regular D. C. budget, Impact Aid and other non-categorical funds and special subject teachers paid from such funds. It does not apply to the allocation of teachers or special education services for the handicapped.

- The comparability requirement in federal regulations for the Title I ESEA program which provide that services provided with state and local funds in Title I schools will be comparable to services provided in non-Title I schools if each Title I school has ratios of (1) children to instructional staff and (2) expenditures per child that are at least nearly equal to the same ratio for the average of the schools not receiving Title I funds. 46/

- Criteria developed by the school system to determine the types and numbers of personnel a school should have. 47/

- Board rules which prescribe qualifications for personnel and which establish procedures for community involvement in the selection of principals and regional superintendents.

- Budgetary restrictions which limit the amount of money available to hire personnel.

- The District of Columbia Comprehensive Merit Personnel Act (D. C. Act 2-300) which requires, in part, that the Board establish both its own personnel classification system and its own personnel management system. 48/

This part of the manual first discusses how regional superintendents are selected and the role community involvement plays in this process. It then describes how principal vacancies are filled; discusses the evaluation of principals; and presents the procedure governing the dismissal of principals. Finally,

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46/ 45 C.F.R. § 116a.26 (1978). The school system sometimes has to transfer teachers in or out of a school to meet these comparability requirements.

47/ See Appendix G.

48/ The Comprehensive Merit Personnel Act was recently enacted. Most of its provisions become effective in January 1980. Parent groups should realize that in the coming year the Board will be developing a whole series of regulations to implement the Comprehensive Merit Personnel Act. Some of these new regulations may require that this part of the manual be updated.

this part of the manual outlines the process by which teacher vacancies are filled through transfers or hiring; describes the Teacher Appraisal process for evaluating teachers; and discusses procedures for the discipline and dismissal of teachers. Suggestions for how parent groups can influence these processes are presented at appropriate points.

II. Selection of Regional Superintendents

Board rules provide for community participation in both screening and selection panels for the position of regional superintendent, (Board Rules, Chapter 2, § 210-211).

Each regional screening panel is composed of five voting members and one non-voting member who serves as chairperson of the panel. The members include:

- One student elected through procedures established by the Office of Student Affairs.
- A representative chosen from the field of higher education who is experienced in educational administration. This panel member must be chosen by the Board from a list of at least three nominees submitted by the Superintendent.
- Two representatives of the community who must be chosen to serve on the screening panel through a uniform selection procedure established by the Superintendent of Schools after consultation with the Board. 49/
- One member of the administration of the D. C. public schools designated by the Superintendent.
- One non-voting member designated by the Director of the Division of Personnel.

49/ In Region 1, one of the two representatives of the community must be chosen by the Anacostia Community School Board.

The screening panel must consider all applications which meet the minimum qualifications established for the position of regional superintendent. 50/ The panel may also conduct preliminary interviews with some or all of the applicants. Then, the screening panel must select, on the basis of qualifications, not more than fifteen candidates from among the applicants and submit the names of these most qualified candidates to the selection panel for interviews.

The regional selection panel established by the Superintendent also has five voting members and a non-voting member (the director of the personnel division) who serves as chairperson of the panel. The voting membership of the regional selection panel includes:

- The Superintendent.
- One administrative officer, who is serving at the TSA-3 or GS-15 level or above and who is designated by the Superintendent.
- Two representatives of the community who are chosen to serve on the selection panel through a uniform selection procedure established with the Board. 51/
- One member of the Board selected by the Board in a public meeting.

50/ Each applicant for the position of regional superintendent must meet all of the following qualifications: (1) a Master's degree; (2) successful completion of at least twelve semester hours of administration and supervision in education at an accredited institution, ("satisfactory completion" means attainment of a grade of "B" or higher in such coursework); and (3) at least ten years of experience in the field of education (a portion of which must have been at the level of principal) or comparable experience in business, industry or government. Five years of such experience must have been obtained in an urban school system.

51/ In Region 1, one of the two representatives of the community must be chosen by the Anacostia Community School Board.

The regional selection panel interviews each candidate, reviews the materials submitted by each candidate, ranks them and submits the name of the highest ranked candidate to the Superintendent for consideration and recommendation to the Board for appointment to the vacant position. If the candidate recommended by the selection panel is not approved by the Superintendent for recommendation to the Board, the Superintendent must advise the Director of the Personnel Division either to re-open applications for the position and establish a new screening and selection panel OR to submit the name of the next-ranked candidate for consideration. If none of the top three ranked candidates is accepted for recommendation to the Board by the Superintendent, the position must automatically be re-opened and new panels established.

The Board may accept or reject the candidate recommended by the Superintendent, but may not substitute its own recommendation for that of the Superintendent. A majority vote of the Board is required to appoint a regional superintendent.

Role for Parent Groups: Since regional superintendents are appointed for a three-year term, this selection and appointment process occurs infrequently. When there is a vacancy, however, representatives of parent groups should obtain current information on the procedures for selecting community representatives on the regional screening and selection panels and should attempt to be selected as community representatives on those panels. This will give parents an opportunity to screen candidates and to vote on their selection which is reported to the Superintendent for his consideration and recommendation to the Board.

III. Principals

A. Filling Vacant Positions for Principals

Since few, if any, new principals have been hired recently and since most vacant positions for principals are filled either by transfer or by the appointment of an assistant principal to principal, this section discusses the requirements for appointment as principal and then describes procedures governing the transfer of principals.

1. Requirements for Appointment of Principals

The appointment of principals and other school officers is governed by the Rules of the Board of Education which establish qualifications, require eligibility lists and vacancy announcements and describe selection procedures.

A candidate who seeks appointment as a principal must have the following minimum qualifications:

(a) A Master's degree from an accredited institution;

(b) A minimum of five (5) years experience in the field of education or a field closely related to the activities of the position for which the candidate is being considered, or a combination thereof;

(c) Successful completion of four (4) years of work in a supervisory capacity in the field of education or a related field or two (2) years as an assistant principal or acting principal.

(d) Successful completion of a minimum of six (6) semester hours in educational supervision or administration at an accredited institution. ("Successful completion" means the receipt of a grade of "C" or better for undergraduate coursework completed or "B" or better for graduate coursework taken for the hours in educational supervision or administration. 52/

Those persons who have applied for the position of principal and whom the Director of Personnel has determined meet the minimum qualifications are placed on an eligibility list. Once a vacant principal's position becomes available, the Director of Personnel must send a copy of this vacancy announcement to each person on the eligibility list. If that person wishes to compete for the vacant principal's position, he or she must apply in writing to the Director of Personnel.

A selection panel for the vacant position must then be established by the Superintendent. In general, the selection panel for a principal must be composed of

- Two elected representatives from "organized school communities" or from organizations such as PTAs and Home and School Associations. 53/

52/ Board Rules, Chapter 9 - Sections 12.1 and 12.3.

53/ Board Rules, Chapter 9, Section 11.6(c). Community representatives must be chosen to serve on the selection panel by a uniform election procedure established by the Superintendent of Schools. If no representatives of the organized community are elected to serve on a selection panel, then the panel must proceed without the community representatives. Board Rules, Chapter 9, Section 11.6(e).

- One member of the Board of Education. The Board member must be the elected Ward representative for the Ward in which the school is located. If the Ward representative cannot serve on the panel, he or she must designate an At-Large Board representative to serve on the panel. At-Large representatives must be notified of all panels and must be allowed to sit on all such panels without a vote.

- One school officer currently serving as a principal.

- The regional superintendent of the region in which the school is located or his or her designee.

- The Director of Personnel or his or her designee from the Division of Personnel. 54/

The selection panel reviews the qualifications and credentials of each eligible candidate prior to an oral interview. After the oral interview, all panel members, except the Director of Personnel or designee, rate each candidate on rating forms provided by the Division of Personnel. Once oral interviews are completed, each panel member, except the Director of Personnel or designee, then ranks the candidates "on a scale of one to the total number of candidates." 55/

The Director of Personnel or a designee then compiles the composite ratings of each candidate

54/ Board Rules, Chapter 9, Section 11.1-11.4.

55/ Board Rules, Chapter 9, Section 11, 11.6(g) and (f). If the number of eligible candidates for a vacant position exceeds twenty-five (25), the Superintendent may establish a screening panel to review all eligible candidates and determine which of such candidates shall be interviewed by the selection panel.

and reports from the highest rated to the Superintendent "for consideration and recommendation" to the Board for appointment to the vacancy. 56/

The Superintendent "may accept or reject the candidate selected by the panel." 57/ If the Superintendent accepts the recommendation of the panel, then the Superintendent recommends in writing to the Board that it appoint the candidate. 58/ If, however, the Superintendent rejects the candidate selected by the panel, then he must direct the Director of Personnel either

- to submit the name of the next ranked candidate for consideration or
- to re-open the position for application and establish a new selection panel. 59/

The Board may accept or reject the recommendation of the Superintendent, but may not substitute its

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56/ Board Rules, Chapter 9, Section 11.6(h).

57/ Board Rules, Chapter 9, Section 11.7(c).

58/ The final report of the selection panel must be forwarded to the Board with the recommendation of the Superintendent. Board Rules, Chapter 9, Section 11.7(e).

59/ Board Rules, Chapter 9, Section 11.7(c). If none of the top three candidates, as ranked by the selection panel, is accepted for recommendation to the Board by the Superintendent, the position must be re-opened and a new selection panel established. Id.

own recommendation.[60] If the Board accepts the recommendation, it then approves the appointment. If the Board rejects the Superintendent's recommendation, then the Superintendent can make another recommendation to the Board, except that if none of the top three ranked candidates are acceptable, the position must be re-opened.

Role for Parent Groups: An informed parent group at a school should know if the principal's position is to be vacated or if an acting principal is to be considered for the position of principal at the school. Parents should participate actively in the election required to select community representatives to serve on the selection panel for the principal's position. Such elected community representatives should interview applicants and assess them on rating sheets provided for that purpose.

Perhaps the most critical point in the principal selection process is the decision of the Superintendent to accept or reject the highest ranking candidate recommended by the selection panel. Some parents who have served on principal selection panels have been disturbed because the Superintendent did not recommend the highest ranking applicant for appointment. This is clearly the Superintendent's prerogative if he follows the procedures prescribed by Board Rules, i.e., he must direct the Director of Personnel either to submit to him the name of the next ranked candidate for consideration or to re-open the position for application and establish a new selection panel.

60/ Board Rules, Chapter 9, Section 11.7(b).

Parents should follow up the interview and ranking process with a letter or a visit to the Superintendent expressing their views on the preferred candidate. Also, if it appears that the Superintendent intends to recommend to the Board a candidate other than the one ranked highest by the panel, parents should write to the Superintendent and to the Board for an explanation of why the recommendation of the selection panel was ignored.

2. Transfers

Procedures for transferring principals are set out in the contract between the Board and the Council of School Officers, which represents principals and other school officers. In non-emergency situations the contract requires that the official initiating the transfer must

- give the principal involved a written statement of the reasons for the proposed transfer at least two weeks before the transfer is to take place

and

- meet with the principal and a representative of the principal's union to discuss the proposed transfer, if the principal requests such a meeting. 61/

In "emergencies", which the contract does not define, it appears that a principal can be transferred without adherence to the procedures described above.

The contract also refers to "involuntary transfers" of principals and requires that such transfers "shall

61/ Agreement between the Board of Education of the District of Columbia and the Council of School Officers, Local 4, American Federation of School Administrators, AFL-CIO (August 25, 1978 - August 24, 1981), Art. XIII, B.

not be made for disciplinary reasons, unless they result from due process." 62/ Thus, it appears that a principal cannot be transferred involuntarily as a disciplinary measure unless the principal has been given some form of notice and an opportunity for a hearing.

Role for Parent Groups: Neither the Board Rules nor the contract with the Council of School Officers provide a formal role for parent groups with respect to the transfer of a principal. However, if parents wish to have a particular principal transferred, nothing in the Board Rules or the union contract precludes them from meeting with the regional superintendent, the Superintendent or the Board member from the Ward to discuss specific problems with a particular principal and to request that the principal be transferred. If a parent group wants a principal transferred, it should carefully document over a period of time the specific problems it has with a principal. These problems, including the date, time and location of particular incidents, should be put in the form of a letter which requests that the principal be transferred. Parents should submit the letter to the regional superintendent and then follow up on it by meeting with the regional superintendent. If the regional superintendent attempts to evade the

62/ Id., Art. XIII, C. The Board Rules also do not look with favor upon transfers for disciplinary reasons: "transfers shall not be affected (sic) for disciplinary reasons, but shall be effected only for the good of the school system." Section 620.4(c).

issue, parents should not hesitate to press the Superintendent and the Ward representative on the Board for results. Sustained pressure may be necessary because school system officials are often reluctant to transfer a principal solely on the ground of parent dissatisfaction.

The same type of regularly applied parental pressure may be necessary if parents want to keep a particular principal at a school and the principal wants to stay.

If a new principal is to be transferred into a school, the parent group should request an opportunity to interview the proposed new principal prior to the transfer. Any concerns about the proposed transfer should then be communicated in writing to the regional superintendent, the Superintendent or the Ward representative on the Board and appropriate action should be initiated.

B. Evaluation

Evaluation of principals is governed largely by the contract between the Board and the principals' union (The Council of School Officers). The contract provides that "the primary purpose of evaluation is that of determining if a given officer performs within a broad framework of acceptability for meeting performance goals." 63/ No "performance goals" are specified in the contract.

63/ Agreement between the Board of Education of the District of Columbia and The Council of School Officers, Local 4, American Federation of School Administrators, AFL-CIO (August 25, 1978 - August 24, 1981), Art. XI, A, p. 12-13 (hereinafter "the contract").

However, it does require the following practices related to evaluation of principals:

- Each principal must be evaluated annually by the Superintendent or his designee.
- Copies of the evaluation procedure must be made available to each principal.
- The evaluation procedure must be followed at all conferences concerning the principal's evaluation.
- The principal must be given a copy of his final evaluation within thirty days after the end of the rating year.
- A conference to discuss the evaluation will be held if requested by the Superintendent, his designee or the principal.
- If a principal disagrees with an evaluation of "effective," "good," or "outstanding," he or she may submit a rebuttal and the rebuttal must be attached to the evaluation.
- The final official rating must be placed in the principal's personnel file. 64/

It is unclear whether the school system compiles annual information on how many principals receive different ratings, e.g., "effective," "good," "outstanding," "unsatisfactory," etc. Consequently, it is difficult to say whether the evaluation of principals is a meaningful process or whether it is a routine matter that produces "passing" ratings for almost all principals and rarely, if ever, ranks a principal as unsatisfactory.

64/ Id., Art. XI, A, I-6. Another provision in the contract requires that before material which "may lead to or result in adverse action being taken against" a principal is placed in his or her personnel file, a copy must be given to the principal and, if the principal disagrees with the content of the material, "he shall have the right to answer such material and his answer shall be attached to the material." Art. XV, D.

Role for Parent Groups: As the evaluation process for principals is now structured, there is no formal role for parents, i.e., the evaluation is conducted by the Superintendent or his designee. However, there are some ways that a parent group can make known its views on the performance of a principal.

First, a parent group should meet with the principal at the beginning of the school year to discuss what the principal intends to accomplish during the year. Parents should make a list of what the principal intends to accomplish and what the parents want accomplished, compare the lists in a meeting with the principal and reach an agreement on what is expected during the school year. This list of performance objectives could then provide the basis for a parental evaluation of the principal. 65/ Parents should evaluate the principal by assessing the extent to which the objectives have been accomplished by the middle of the year and at the end of the year. Copies of this parent evaluation should then be given to the principal, the regional superintendent, the Superintendent and the Ward representative on the Board.

Or, second, parents should determine when and by whom the principal is to be evaluated. Then parents should develop their own evaluation form by (1) defining criteria and standards for what parents consider to be "effective," "good," "outstanding," or fair or poor performance and (2) devising a rating system for the evaluation. Copies of the

65/ Suggestions for how parents could undertake an evaluation of a school are included in Appendix I. A copy of an evaluation form used by Region 1 to record the results of a local school assessment is included in Appendix J.

evaluation questionnaire should then be distributed to parents for completion, collected and the data tabulated and analyzed.

The results of this parent evaluation should then be sent to the person who will evaluate the principal along with a letter expressing parent views on the principal's performance. A copy should also be given to the principal so that he or she can have the benefit of feedback from parents.

In either case, parents should also request that a copy of the parents' evaluation be included in the principal's personnel record.

Parents can also complain to the regional superintendent about the conduct of school officers, e.g., principals and assistant principals. Parents should request in writing that the regional superintendent conduct a thorough investigation to substantiate parent allegations. The investigative procedure should involve an assessment of the school to ascertain whether the principal is performing at an acceptable level.

It appears that regional superintendents are supposed to conduct a regular school assessment survey. Since there are no Board rules governing this process, it is difficult to say on what basis different regional superintendents perform this assessment. One regional superintendent indicated that when a school assessment survey is conducted, it includes a review of

- curriculum offerings at the school;
- teacher performance;

- safety and adequacy of the school facilities; and
- conversations and feedback from community residents.

Parent groups concerned about the performance of a principal should (1) check with the regional superintendent to find out when these assessment surveys are scheduled; (2) seek to participate on the assessment team or committee; (3) request a copy of the results; (4) discuss the results with the principal and the regional superintendent; and (5) follow-up as necessary.

C. Dismissal

The Board Rules indicate that adverse personnel actions include dismissal, suspension and demotion for cause. 66/ The Rules specify "just cause for adverse action" and incorporate detailed procedural steps to be followed in dismissals, suspensions and demotions. However, these procedures do not apply to "employees within recognized bargaining units with which an agreement on adverse action grievance procedures has been ratified." 67/ Consequently, dismissal actions against principals, whose contract has an agreement on grievance procedures, are generally governed by the contract rather than Board Rules.

66/ Board Rules, Chapter 6, Section 620.1. "Just cause may include, but is not limited to. . .(a) Gross inefficiency; (b) Grave misconduct in office; (c) Incompetence...; (d) Willfull non-performance or neglect of duty; (e) Insubordination; (f) Refusal to submit to a mental or physical examination required by the Rules of the Board or any law or regulation of the government of the District...; (g) Conviction of a felony; (h) Any other specific ground(s) for adverse action provided by the Code of Laws of the District..."

67/ Board Rules, Chapter 6, Section 620.3.

There are two exceptions to this general rule. First, the definition of "just cause" for adverse action in the Board Rules applies to all employees. Second, an employee who is the subject of an adverse action must be given notice of the ground(s) upon which the adverse action is based. The notice must contain

> the reasons and basis for the ground(s) of the adverse action in sufficient detail to reasonably inform the employee of the specific grounds and reasons for the adverse action. 68/

The contract approved in August 1978 specifies the procedures for disciplinary actions, including proposed suspensions or terminations. 69/ In general, written notice of the proposed action with reasons and an opportunity for reply in writing with supporting statements is required. 70/ A "responsible official" must consider any reply by the principal, make a decision and notify the principal in writing of the decision.

If a grievance is filed protesting the disciplinary action, it must be presented to the "responsible official" who issued the notice. 71/

68/ Board Rules, Chapter 6, Section 621.2.

69/ Contract, Art. X.

70/ Written notice of a proposed termination must be received by the principal no later than ten work days prior to the effective date of the proposed action.

71/ The Contract defines a "grievance" as "an unsettled complaint concerning any alleged violation, misrepresentation, misapplication of any of the terms" of the Agreement. Any other difference or dispute is not considered a grievance. Art. VIII, A.

> The contract grievance and arbitration procedure consists of one informal step and three formal steps. At the informal level the principal presents the grievance to the immediate supervisor who must answer orally within two workdays. At the formal level, the first step is a written grievance and a written decision involving the principal and the immediate supervisor. The second step involves a written grievance to the Superintendent and a written decision from the Superintendent or his designee. The third step, which is invoked by the Council of School Officers, is binding arbitration in the form of a hearing and written decision by an outside arbitrator.
>
> Hearings during any phase of the grievance procedure are closed to the public unless all parties to the grievance agree to open the hearing. 72/

Role for Parent Groups: Neither the Board Rules nor the contract with the Principals' Union creates a formal role for parent groups to participate in the dismissal of a principal. However, parents may wish to familiarize themselves with what constitutes "just cause" for an adverse personnel action (see footnote 66) and observe whether the principal has taken any actions that appear to provide "just cause" for dismissal.

72/ Contract, Art. VIII, B, 7.

If it appears that the principal has behaved in a manner that suggests "just cause" for dismissal, then a parent group should bring this to the attention of the regional superintendent in the form of a letter and ask what action he or she intends to take. Copies of the letter should be sent to the Superintendent, the Board Ward representative and the General Counsel of the Board. The parent group should then follow-up on its letter to determine what action has been taken.

IV. Teachers

A. Filling Vacant Positions for Teachers

Since enrollment is declining and is expected to continue to decline in the near future, the school system has not been hiring large numbers of new teachers. Consequently, when a teaching position becomes vacant in a school, it will, in most cases, be filled by a transferred teacher rather than a new hire. Thus, this section outlines the general procedures involved in transferring and hiring teachers.

The number of teachers and other staff in the school system often depends upon how much money is available to pay them. In the past few years, there have usually been fewer teachers each year because of budgetary restrictions and because there are fewer students in the school. The number of teachers and staff at a local school is decided by the central administration. These decisions are influenced by

the court order in Hobson v. Hansen, the Title I comparability regulations and the Rules of the Board of Education. 73/

Filling vacant teaching positions by transfer can be complicated because (1) more than one school is involved -- for each school transferring a teacher, there must be a corresponding school to receive that teacher -- and (2) the contract with the Teachers' Union limits the Board's right to transfer teachers and specifies the procedures to be followed for voluntary 74/ transfers and for involuntary transfers.

The requirements and procedures governing voluntary transfers are as follows: 75/

- A list of vacancies, to the extent known, is made available by May 15 of each year;
- Teachers must submit written requests for transfers by May 31 of each year to the personnel office which reviews the teacher's certification eligibility for the vacancy (an information copy must also be sent to the teacher's present supervisor);

73/ See footnote 45 on page 57.

74/ Contract, Art. IV, A.1 of the contract defines a voluntary transfer as "a change in building assignment from one work location to another, within the area of certification of present employment initiated by the teacher."

75/ These requirements and procedures do not apply when there is a reduction-in-force until all teachers affected by the reduction-in-force, and for whom placement is possible, have been assigned to positions. Contract, Art. IV.A.9.

- The teacher's request must list at least two, but no more than six, schools in order of preference and must include the basic reason for the transfer;

- Notification to teachers who are granted or denied a transfer is to be made as soon as a determination is made, but in no case can notification be later than August 31;

- If a teacher's request for transfer is granted, the teacher is ineligible to request another transfer within three years;

- If a teacher rejects a transfer to any school of his or her choice, the teacher cannot apply for transfer in the following year;

- If two or more "equally qualified" teachers indicate the same choice of school, the teacher with the greatest number of years' teaching service in the D. C. public schools gets preference. If the teachers have an equal number of years of teaching service in the school system, the teacher who has a greater length of service in a school (building seniority) will get preference;

- The teacher to be transferred must meet the certification requirements for the vacant position prior to transfer.

The agreement with the Teachers' Union also contains procedures governing the involuntary transfers of permanent teachers. These require notice, consultation and reasons for the involuntary transfer. Disciplinary action cannot be a reason for an involuntary transfer. However, involuntary transfers can be made to meet legal

requirements such as the pupil/teacher ratio court order in Hobson v. Hansen or the comparability provisions in the Title I ESEA regulations.

If a vacant teaching position cannot be be filled by a transfer, then a new teacher may be hired to fill it. Any new teachers that are to be hired must meet the eligibility requirements set by the Board of Education. The central administration's personnel office reviews an application to determine if the applicant may be certified as a teacher. The personnel office also determines the applicant's qualifications. A teacher will be qualified to teach certain subjects in certain grades depending on his or her education and experience.

Based on notices of openings submitted by regional offices, the personnel office refers qualified applicants to the regional office to be interviewed. The recommendation for selection is made by the staff of the regional office, sometimes in consultation with a principal. Appointment papers are then signed and the new teacher is sworn in by staff in the personnel office. A new teacher is on probation for two years and then becomes permanent with tenure if his or her performance is satisfactory.

Role for Parent Groups: Parent groups should meet with the principal to determine (1) what the enrollment projected in the Spring for the school suggests in terms of the possibility of gaining or losing teachers at a school in the Fall and (2) whether teachers in the school have requested voluntary transfers. This will give parents a sense of whether there will be more or less teachers in the Fall and whether some of the teachers currently in the school will not be there in the Fall.

Since the contract with the Teachers' Union generally requires that decisions about voluntary transfers be made by August 31, parents should understand that some transfers and teacher assignment decisions may be made in the Summer.

Furthermore, some additional transfer decisions may be made in mid-year after the actual enrollment figures are calculated, usually around October or November. Some of these transfers may be involuntary and may be required to be in compliance with the pupil/teacher ratio order in Hobson v. Hansen or with the comparability requirements in the federal regulations for the Title I ESEA program.

The contract with the Teachers' Union influences the parental role in voluntary transfers because of the seniority preference. Taking seniority into account, the major issue for parent groups is whether they can be involved in determining whether teachers are "equally qualified." The contract is unclear about whether teacher qualifications are to be determined merely on the basis of paper qualifications.

e.g., degrees or certificates, or whether judgments about past performance and the school's needs may also be used as criteria in the determination. While paper credentials may be of some value in determining if two teachers are equally qualified, past performance and school needs would appear far more relevent.

If, in fact, the voluntary transfer procedure anticipates more than merely a review of paper qualifications, parent groups may wish to request involvement in determining or recommending which staff are most qualified from among those applying to transfer to the school, and which staff should be accepted to fill the school's vacancies.

Furthermore, even if seniority were the only factor taken into account in voluntary transfers, the contract does not bar parent groups from interviewing personnel seeking to transfer to the school. This procedure would permit both the school and the applicant to make an informed judgment about the transfer. The best way to initiate this process would be to ask the personnel office which teachers have requested voluntary transfer to the school. A parent group could then invite teachers interested in transferring to the school to meet with them to discuss parental concerns and the teacher's experience and interests. This would give parents and teachers interested in transferring into a school a chance to examine each other. A parent group could then communicate its preferences to the principal, the regional superintendent and the personnel office.

With respect to involuntary transfers, the agreement with the Teachers' Union does not specify who makes the final decision regarding involuntary transfers. Therefore, some form of local preference concerning the staff lost or gained in an involuntary transfer may be possible and appropriate, i.e., a parent group may wish to request an opportunity to review a proposed involuntary transfer prior to final approval. While the shortness of time for accomplishing many involuntary transfers may limit the opportunity for parent groups to interview personnel that the school might receive in an involuntary transfer, the contract does not prohibit this procedure.

In terms of new hires, parent groups should stay informed about vacant teaching positions in the schol that may be filled by a new teacher. Both the principal and the regional superintendent could be helpful in this regard.

If it appears that the regional office intends to interview applicants to be hired for the position, a parent group should request that it be given an opportunity to interview applicants. After the interviews, the parent group could express its preferences for applicants by communicating with the principal and the regional superintendent.

B. Evaluating Teachers

Teacher evaluation is a sensitive issue. It is unclear whether the school system compiles annual information on how many teachers receive different evaluation ratings, e.g., satisfactory,

conditional, unsatisfactory. It is also unclear whether the evaluation of teachers is treated as a routine matter in which an unsatisfactory rating is a rare event.

The teacher evaluation process has been shaped in large part by the previous contract with the Teachers' Union and by a Superintendent's directive which describes how the process is supposed to operate. For historical purposes, it is useful to know what the previous Teachers' Union contract said about teacher evaluation. It provided that "pending the effectuation of new evaluation procedures," the following procedures would be used:

- Permanent, probationary and temporary teachers must be evaluated by the same standards;

- In each instance of a potentially unsatisfactory rating, the teacher must be visited at least three times each semester by administrative and/or supervisory personnel who are directly responsible for the improvement of instruction in this grade level or subject field;

- Each visit, up to three, must be followed by a written report, a copy of which must be given to the teacher before the end of the next school day following the visit and in any event within a period not to exceed four days following the visit. The teacher has the right to make a written reply which must be attached to the report. A conference must be held if either the supervisor or teacher requests it;

- If there is evidence of need for assistance, the immediate supervisor, the grade level or subject field supervisor, if available, and teacher, must meet, develop and follow through on a plan of assistance which will best meet the teacher's needs;

- A conference among the teacher, immediate supervisor and the grade level or subject field supervisor, if available, must be held at least a month before the evaluation becomes final if the performance continues to be unsatisfactory. The reasons for the potentially unsatisfactory evaluation must be clearly stated to the teacher in writing;

- Evidence of unsatisfactory performance must be brought to the teacher's attention; and

- The teacher must be given sufficient time for improvement, unless it can be shown that no purpose would be served thereby. 76/

The previous contract also specified that the following criteria would be among those used as a basis for evaluation of a classroom teacher:

- Knowledge of subject matter;

- Ability to communicate with students;

- Knowledge of materials and techniques in his or her field;

- Knowledge of and rapport with students and control of classroom;

- Willingness to innovate new ideas and techniques, and to use instruction time efficiently;

- Method for evaluating students and meeting their needs;

76/ Agreement between the Board of Education of the District of Columbia and the Washington Teachers' Union, Local 6, American Federation of Teachers, AFL-CIO (October 26, 1975 - January 25, 1978), Art. XVII, A-F.

- Ability to adjust to situations (teaching levels and readiness level of students);

- Evidence of lesson planning and preparation;

- Attendance and regularity at post of duty, including being available both during the school day and after pupils are dismissed for the day for conferences concerning pupils and/or professional matters;

- Performance in building responsibility. 77/

In addition to the above criteria, the previous contract also required that the following factors would be taken into consideration when evaluating a teacher:

- The teacher's load;

- The ability level of students;

- The number of students;

- The help and aid given by supervisory personnel;

- The physical room assignments;

- The equipment made available;

- The extra duties that interfere with classroom teaching. 78/

Other provisions of the previous contract provided that:

- The teacher must be given a copy of each evaluation of his performance submitted to the immediate supervisor by supervisory and/or administrative personnel. Once hired, the system and the teacher must expend every effort to insure the satisfactory progress of the teacher.

- No recording device can be used during an

77/ Contract, Art. XVII, G.1-10.

78/ Contract, Art. XVII, H.1-7.

observation unless agreed to in writing by the teacher. 79/

While the previous contract was in effect, the school system developed, in consultation with the Teachers' Union, a Teacher Appraisal Process. 80/ This is described in a Superintendent's Directive (No. 653.3, August 14, 1978) which provides in part that the specific purposes of performance-based evaluation are:

- To help employees translate the goals of the school system into functions, tasks and objectives;
- To assess the accomplishment of agreed upon specific objectives and measurement criteria;
- To determine if decisions are sound, timely and effective and to identify areas where improvement is needed;
- To establish an appraisal record of individual performance;
- To increase communications and cooperation among administrators by clarifying job roles.

The procedure mandated by the Teacher Appraisal Process include the following:

- Staff development opportunities, e.g., in-service training;
- A written proposal from the teacher for each class which must include a description of the class and the physical facility, the behavioral objectives established for the class, the instructional materials and resources to be used for the class, and the assessment procedures and instruments to be

79/ Contract, Art. XVII, I-J.

80/ A copy of the Teacher Appraisal Process is included in Appendix K.

used to evaluate students. 81/

- A conference between the teacher and the "appraisal unit" 82/ before the evaluation to insure:
  - the teacher understands the evaluation process;
  - the teacher's proposal is discussed;
  - different variables are considered;
  - agreement about the evaluation is reached among the appraisal unit and confirmed by the instructional support person on the appraisal unit.
- Observation of the teacher in the classroom setting by the rating officer conducting the evaluation;
- A conference after the evaluation to discuss the observations and findings of the rating officer;
- Use of the evaluation findings as a basis for planning, promoting and organizing professional growth opportunities for teachers.

The present contract with the Teachers' Union does not contain the list of evaluation criteria and related considerations that were in the previous contract. The new contract recognizes the Teacher Appraisal Process and provides that:

81/ The written proposal must be developed within thirty days of the beginning of each semester or upon receipt of final class assignments.

82/ The appraisal unit should consist of (1) the teacher to be evaluated; (2) the rating officer who will evaluate the teacher; and (3) an instructional support person such as a departmental chairperson, a grade level chairperson, a subject matter supervisor, an elementary supervisor, a technical advisor for career centers, peer assistants and peer teachers within the school.

- Teachers who receive conditional or unsatisfactory ratings may use the grievance procedure in the union contract to challenge any alleged violation of the Teacher Appraisal Process. 83/

- The Board and the Teachers' Union agrees to review the Teacher Appraisal Process on a periodic basis through a Joint Board-Union Committee which would make suggestions for appropriate modifications as deemed necessary.

- No recording device shall be used during the observation of a teacher without the teacher's knowledge. 84/

As we understand the general manner in which teachers are evaluated, all teachers, both probationary and permanent, 85/ are given an annual ratings of outstanding, very good, satisfactory, conditional or unsatisfactory. These evaluations are conducted in accordance with the Teacher Appraisal Process. The evaluation reports are included in the teacher's personnel files.

Role for Parent Groups: Neither the Board Rules, the Superintendent's Directives nor the contract with the Teachers' Union provide a formal role for parent groups in the evaluation of teachers. However, there are some ways a parent group can make its views known about a particular teacher whom it believes to be incompetent or otherwise creating a problem. These include the following:

83/ The grievance and arbitration procedures in the Teachers' Union contract are described in the following section.

84/ Contract, Art. XVII.

85/ A probationary teacher is one who has not been granted tenure and a permanent teacher is one who has been granted tenure.

- Parents could ask the principal for a copy of the proposal the teacher prepared as part of the Teacher Appraisal Process and determine the extent to which the teacher is accomplishing the objectives in the proposal.

- Parents should carefully document the reasons why they believe corrective action is required. This should include specific examples of specific incidents.

- Parents could meet with the principal to present their written reasons why the principal should initiate appropriate action to correct the problem.

- Parents could request that a principal observe the teacher more often.

- Parents could visit the school, observe a teacher in the classroom on a regular basis and make their own written report to the principal of what they see.

- Parents could, if no satisfactory action is taken by the principal, meet with the regional superintendnet to explain the problem and ask that action be taken. Parents should send a letter to the regional superintendent after the meeting and summarize the meeting, the problem and the action requested. Copies of the letter should be sent to the Superintendent and the Ward representative on the Board. Parents should continue to follow up until the problem is resolved one way or the other.

C. Dismissals

Parent groups clearly have significant interests in seeing that teachers who are incompetent or neglect their duties are disciplined or removed from the schools. Teachers, on the other hand, have important and constitutionally protected interests in not being subject to arbitrary actions. The Teachers' Union contract specifies detailed procedural protections

against arbitrary action, including grievance mechanisms, which teachers must be afforded prior to disciplinary action or dismissal. Since the contractually required procedures appear to provide substantially greater protection than the minimum constitutional requirements of notice and a hearing, discussion of constitutional due process issues is not warranted.

Teachers can only be disciplined or dismissed for "just cause." The Board Rules specify "just cause" for adverse actions." 86/ The Rules also incorporate detailed procedural steps to be followed in dismissals, suspensions and demotions. However, these procedures do not apply to "employees within recognized bargaining units with which an agreement on adverse action grievance procedures have been ratified. 87/ Consequently, dismissal actions

86/ Board Rules, Chapter 6, Section 620.1 "Just cause may include, but is not limited to,...(a) Gross inefficiency; (b) Grave misconduct in office; (c) Incompetence...; (d) Willful non-performance or neglect of duty; (e) Insubordination; (f) Intoxication while on duty; (g) Fraud or misrepresentation in securing employment or falsification of official records; (h) Violation of the rules, regulations, or lawful orders of the Board ... or any Directive Superintendent ... issued pursuant to the Rules of the Board ...; (i) Refusal to submit to a mental or physical examination required by the Rules of the Board or any law or regulation of the government of the District...; (j) Conviction of a felony; (k) Any other specific ground(s) for adverse action provided by the Code of Laws of the District...".

87/ Board Rules, Chapter 6, Section 620.3.

against teachers whose union contract has an agreement on grievance procedures, are generally governed by the contract rather than Board Rules -- except for the definition in the Rules of "just cause," which applies to all employees, and for a requirement in the Rules that a teacher be given written notice of the grounds upon which the proposed action is based. 88/

The teachers' contract specifies the procedures for disciplinary actions involving suspensions of five days or more or discharge. In general, this requires written notice of the proposed action with reasons and an opportunity for reply in writing or in person, with supporting statements. A "responsible official" makes the decision and written notice is given to the teacher. An adverse decision in a disciplinary action can be appealed by the teacher or the union through the contract's grievance and arbitration procedures. 89/

The contract grievance and arbitration procedure consists of four steps. The first step is a discussion between the immediate supervisor and the teacher; the second, a written grievance

88/ Board Rules, Chapter 6, Section 621.2.

89/ Contract, Art. VI. This is not explicit in the contract, but we are informed that this is the intention of the parties.

and a written decision involving the same persons as in step one; the third, a written grievance to the Superintendent and written decision from the Superintendent or his designees; and the fourth, which can only be invoked by the union, is binding arbitration in the form of a hearing and written decision by the outside arbitrator. 90/

Role of Parent Groups: Neither the Board Rules nor the contract with the Teachers' Union provide a formal role for parents in the initiation of dismissal proceedings against teachers. The present practice is that a principal may bring formal disciplinary proceedings against a teacher seeking dismissal of the teacher. A teacher may be dismissed only for "just cause" as defined in the Board Rules. An employee is legally entitled to certain procedural protections which include notice of the reasons and an opportunity to answer the charges before being dismissed.

Parents should familiarize themselves with what constitutes "just cause" (see footnote 86) and observe whether any teachers have taken any actions that appear to provide "just cause" for discipline or dismissal. If it appears that a teacher has behaved in a manner that suggests "just cause" for discipline or dismissal, then a parent group should bring this matter in writing to the attention of the principal

90/ Under the contract "the decision of the arbitrator shall be final and binding...only with respect to grievances concerning the interpretation or application of the specific terms of this agreement." (Art. VI, 2.a, Step 4(c)). The scope of this delegation with respect to dismissal actions is unclear.

and ask what action he or she intends to take. If the principal does not respond satisfactorily, the parent group should discuss the situation with the regional superintendent and contact their Ward representative on the Board of Education. Parents should follow-up until the problem is resolved.

PART FOUR - CURRICULUM

I. Introduction

Curriculum is generally defined as a course of instruction or a series of courses of instruction. It includes formal course and subject requirements, the textbooks and workbooks used, instructional equipment, supplementary readings, films and teacher-prepared material. The curriculum also encompasses how a class is taught -- whether by lecture, discussion, research assignment, field trips or by open or traditional classroom methods.

In recent years, curriculum has taken on a much more specific meaning in the public school system of the District of Columbia, because the Board has approved a plan recommended by the Superintendent for a competency based curriculum (CBC). The CBC, essentially, is a systematic approach to provisions of instructions which defines learning goals, assesses student learning needs and plans, organizes and designs educational services to enable students to master the specific skills they need to learn. Most important, the CBC approach provides for regular evaluation of the instructional program to determine the extent to which goals are being accomplished and to determine improvements which are required. These improvements might reflect changes required in learning goals, teacher training, instructional techniques or the planning or organization of the instructional program.

Developmental work on the competency based curriculum began in late 1975 when the Board directed the Superintendent

to establish a Curriculum Advisory Committee to design a comprehensive educational program to serve the needs of all students. The Committee developed a plan entitled "A Design for a Competency Based Curriculum, Pre-K through Grade 12."

Implementation of the plan for the competency based curriculum proceeded in three phases. During Phase I, school administrators, teachers, students, parents and representatives of the community met and defined broad statements of instructional goals for the competency based curriculum. 91/ Phase II focused on competency based curriculum in certain schools. Phase III, the implementation stage, is expected to result in the introduction of competency based curriculum in all schools in September 1979. Curriculum

91/ The 14 instructional goals envision that the competency based curriculum should result in (1) a command of fundamental communication skills; (2) a command of the skills that constitute mathematical and scientific literacy; (3) the ability to think critically, constructively and creatively; (4) the ability to relate knowledge and capabilities to adult needs and aspirations; (5) the skills and attitudes necessary to planning one's future; (6) the attitudes and self-discipline necessary to meet everyday situations realistically; (7) the knowledge, understanding and interpretation of literature and the visual and performing arts; (8) a command of the skills that promote sound physical, mental and emotional health; (9) an understanding and appreciation of intergroup relationships and acceptance of responsibility within the group; (10) knowledge of governmental processes and the implications of changing political times; (11) the ability to demonstrate understanding of the cultural, economic and political backgrounds of the peoples and nations of the world and their interrelationships; (12) the ability to demonstrate the understanding of the need for and the attainment of marketable skills which lead to economic independence; (13) a command of the analytical skills which lead to sound consumer practices; and (14) the ability to use leisure time wisely and constructively.

guides have been developed for use in teaching basic skills in such course areas as reading, mathematics, science and history. Thus, once course selections have been made in individual schools, teachers are expected to use these guides to teach the course. As part of this process, teachers are supposed to follow a three-step procedure: (1) set forth clearly what skill the student will learn; (2) assign the student activities designed to help learn the skill and (3) evaluate the learning by testing what has been taught.

Since curriculum is such a vital aspect of the educational process, it is important for parent groups to understand how decisions about curriculum are made. In this section of the manual, we present a broad overview of the decision-making process for curriculum. Then, since textbooks are an important part of curriculum, we discuss the process for textbook selection. Suggestions for parent involvement are included at appropriate points in the discussions of curriculum and textbooks.

II. Overview of the Decision-Making Process for Curriculum

Decisions regarding curriculum are made at all levels of the school system. Accordingly, the Board of Education, the Superintendent, the Office of Instruction, principals, teachers and parents have some say about what is taught in the D. C. public school system. However, parent groups should realize that even though the Board must adopt a curriculum policy, it generally does so by responding to

proposals and recommendations from the Superintendent.

This section describes the general curriculum role of the Board and its Committee on Educational Programs and of the Superintendent and those offices and persons under him.

A. The Board of Education

The Board of Education has ultimate responsibility for the curriculum by virtue of its authority to establish general school policy. 92/ Though the Board may delegate certain curriculum decisions to the Superintendent, the Board nevertheless retains authority to establish a general policy for curriculum. As described below, the Board uses both its Committee on Educational Programs and recommends plans submitted by the Superintendent to shape curriculum policy.

One example of how the Board uses its authority to set policy for curriculum is the Board's adoption of the plan for competency based curriculum. Another example is the Board's use of its rule-making authority to specify the courses a student must complete to be certified eligible to graduate from high school. The following course work, expressed in Carnegie Units, is required: 93/

92/ Code §31-101, 31-103 (1973).

93/ Board Rules, Chapter 4, Section 414.6(b). A Carnegie Unit is a standard measurement of time for a course that runs for 16 weeks and meets 5 hours per week. The Carnegie Unit is used widely by college admissions personnel to make judgments about the amount and type of courses completed by applicants.

English	4	Carnegie Units
Social Studies	1.5	Carnegie Units
Mathematics	1	Carnegie Unit
Laboratory Science	1	Carnegie Unit
Health and Physical Education	1.5	Carnegie Units
Electives	8.5	Carnegie Units
Total	17.5	Carnegie Units

Role for Parent Groups: The Board's role in curriculum decision making includes (1) adopting regulations governing curriculum; (2) approving recommendations for curriculum changes from the Committee on Educational Programs; and (3) overseeing implementation of Board curriculum policy. Since all three of these activities involve Board Committees, parent groups who wish to influence curriculum at the Board level should follow closely the work of relevant Board Committees -- the Committee on Rules, Policies and Legislation and the Committee on Educational Programs. Both of these Committees make recommendations concerning curriculum and oversee the implementation of Board curriculum policy.

Parent groups should approach these Committees before the Committees have submitted their proposed curriculum policies to the full Board. Nevertheless, parents should consider approaching individual Board members, even after a proposed policy has been recommended by a Board committee. To influence the intiial stages of curriculum policy making at the Board level, parents should monitor particularly the activities of the Rules Committee, since all formal Board policies are enacted through the rulemaking process. To understand the context in which the Rules Committee considers new policies, information on existing rules and

policies is valuable. Parents may contact the General Counsel of the Board to obtain information on rules and policies of concern to them. Many of the policies affecting the school curriculum are found in Chapter 7 of the Board Rules.

B. Board Committee on Educational Programs

The Committee on Educational Programs reviews and makes recommendations concerning curriculum proposals and plans contained in reports submitted by the Superintendent. The Superintendent's reports are important sources of information, since they are usually quite detailed.

The Committee also has the following general responsibilities to (1) report at regularly scheduled Board meetings on the adequacy of the instructional program, teaching methods, textbooks and other instructional supplies and equipment; (2) provide for the expression of citizens' concerns and perceptions at least, but not limited to, once quarterly; (3) determine financial needs and priorities of programs within its jurisdiction and transmit such findings to the school finance committee; (4) monitor the school system's implementation of the equalization order in Hobson v. Hansen; (5) serve as liaison to the Title I Advisory Committee; and (6) establish the annual school calendar for

the approval of the Board of Education. 94/

Role for Parent Groups: Since much of the Board's work is done at the committee level, parent groups that wish to influence curriculum policy should stay informed about matters pending before the Committee on Educational Programs. This Committee usually meets bi-weekly and may, from time to time, hold public hearings dependent upon the public demand. Parent groups may wish to attend these meetings and to testify at any public hearings. To be most effective, statements should be made on behalf of a parent group, as a whole, rather than on an individual basis.

The Committee usually prepares a report with recommendations to the Board. These reports can be obtained from the Chairperson of the Committee. Like the Superintendent's reports, the Committee reports are an important source of information about curriculum matters that will be pending before the Board. The Committee reports, however, do not always indicate all the matters discussed during Committee proceedings. For further information on Committee operations, call the Committee Chairperson (724-4289, 90 or 91).

C. The Superintendent

The Superintendent is given the "direction of and supervision in all matters pertaining to the instruction in all schools under the Board

94/ Memorandum on Committee Assignments dated Feb. 1, 1979, from Minnie Woodson, President of the Board of Education, to Board members, p. 6.

of Education. 95/ The Superintendent is also responsible for establishing an equitable allocation of resources for supplemental curriculum offerings and educational programs beyond the basic and essential curriculum, based upon the informed input of students, parents and educators. 96/

The Superintendent plays a formal role in directing and supervising the implementation of the Board's curriculum policy; however, he most often shapes curriculum policy through the presentation of recommendations to the Board. Thus, parent groups should be concerned about (1) recommendations concerning curriculum that the Superintendent makes to the Board and (2) decisions that the Superintendent makes in implementing curriculum policy.

Role for Parent Groups: The Superintendent relies on subordinate offices and personnel to formulate recommendations about curriculum policy. The subordinate offices and personnel that shape curriculum policy and implementation include: (1) the Office of Instruction; (2) the Curriculum Council; (3) Regional Offices; (4) principals and teachers;

95/ Code § 31-105 (1973).

96/ Board Rules, Chapter 7, Section 701.2(c).

and (5) Central Administration officials responsible for implementation of the federally-funded Title I program. Though parent groups may wish to request a meeting with the Superintendent to discuss curriculum-related problems, parents should also consider meetings with subordinate officials who are most directly concerned with the type of problems parents wish to discuss. These subordinate offices are described below.

1. Office of Instruction

The Office of Instruction is the administrative unit responsible for providing overall leadership for the development and implementation of curriculum, including the competency based curriculum. Thus, at any given time, the Office of Instruction may be simultaneously involved with two general types of activity: (1) the development of proposals for curriculum policy which may eventually be recommended by the Superintendend to the Board and (2) the implementation of curriculum policy which has been approved by the Board.

The Office of Instruction is headed by Dr. James Guines, the Associate Superintendent for Instructional Services (724-4173). He also oversees the Curriculum Council and

is accountable for other administrative sub-units that are directly responsible for implementation of the competency based curriculum. Since a brief description of how the Office of Instruction is organized may be helpful to parent groups, we discuss this briefly below and then describe the operation of the Curriculum Council.

Within the Office of Instruction, there is a CBC Center which oversees and supports the implementation of the competency based curriculum. The CBC Center is directed by Dorothy Stevens (576-6580) who has organized the Center into three teams: (1) the CBC Coordinating Team; (2) the CBC Instructional Management Team; and (3) the CBC Instructional Support Team. 97/ Since much of the work of the CBC Center is done through these three teams, their responsibilities are described below:

CBC Coordinating Team: Members of the CBC Coordinating Team have immediate responsibility for direction of the CBC System. The Coordinating Team is responsible for:

97/ The Associate Superintendent for Instructional Services has a Special Assistant, Joan Brown (576-6580), who also oversees the CBC Center. Ms. Brown can be a useful source of information about the competency based curriculum.

(1) designing and developing a model describing the proper operation of the instructional program; (2) designing and developing staff development activities in selected instructional areas; (3) providing guidelines for the design and development of materials in all instructional areas; (4) delineating competencies in selected content areas; (5) encouraging and assisting in the development of prototype classrooms and schools for CBC activities; (6) identifying and monitoring pilot classrooms to be used for staff and curriculum development activities; (7) coordinating curriculum validating studies; and (8) promoting and conducting demonstrations of exemplary practices in classrooms and schools which relate to both development and implementation activities for CBC. 98/

CBC Instructional Management Team:

The Instructional Management Team was created to improve the instructional management system. Its eight major responsibilities are (1) to provide technical assistance in the development of curriculum and staff development

98/ Comprehensive Education Plan, School Year 1977-78, The Office of Instruction and the Division of Planning, District of Columbia Public Schools. pp. 87-88.

activities in the priority areas of reading, mathematics and science, and secondary priority areas of subject fields other than mathematics, reading and science; (2) to manage the delivery of staff development and curriculum activities to the classroom teacher; (3) to monitor the development of competencies in each subject area; (4) to promote the use of instructional programs and materials that are consistent with CBC and monitor their use in the classroom; (5) to use prototype classrooms and schools for staff development of teachers; (6) to provide opportunities for teachers to observe demonstrations of exemplary CBC practices in classrooms and schools; (7) to help teachers use the criterion-referenced testing program in mathematics, reading and science to improve students' learning; and (8) to provide on-site instructional assistance to teachers in the classroom at least two days each week. 99/

CBC Instructional Support Team: Instructional Support Team members provide leadership in subject matter areas and have responsibility

99/ Id. pp. 91-92.

for devising ways to improve the quality of teaching and learning in the classroom. The Instructional Support Team is responsible for: (1) organizing and conducting the CBC Awareness sessions; (2) providing technical assistance to teachers in the content area; (3) designing courses for certification requirements; (4) developing criteria for effective selection of materials in the content areas; (5) preparing system-wide textbook lists; (6) establishing a resources center of materials for teacher use in the content areas; (7) setting up models for a leadership corps in all public schools; and (8) developing mechanisms for workshops and inter/intra school visitation. 100/

Role for Parent Groups: Parent groups that have questions about the development or implementation of curriculum policy by the central administration may wish to request a meeting with appropriate staff persons. Although the Associate Superintendent for Instruction Services, Dr. Guines, is accountable to the Superintendent for curriculum matters, he has many staff working under him. Thus, depending on the problems and concerns that the parent group wishes to discuss, Dr. Guines may refer it to the person on his staff who is most knowledgeable about the particular matter.

100/ Id. pp. 87-88.

2. The Curriculum Council

As previously mentioned, the Associate Superintendent for Instructional Services, Dr. Guines, also oversees the Curriculum Council. The Curriculum Council is composed of subject matter department directors and other supervisory staff. Its functions are (1) to identify curriculum needs; (2) set priorities for curriculum development by determining the cycle for curriculum revision by formulating plans for action; (3) plan and coordinate every phase of the total curriculum to avoid overlap of subject matter offerings; (4) plan diversified, balanced curriculum offerings; (5) submit curriculum decisions periodically to the Superintendent through the Chairperson of the Curriculum Council; (6) evaluate the results of decisions made for curriculum development; and (7) assess curriculum in terms of student achievement.

Role for Parent Groups: The Curriculum Council also plays an important role in coordinating curriculum development and implementation. Parent groups may wish to request a meeting with the Curriculum Council to discuss any problems and concerns about different aspects of the curriculum. For further information about this Council, parent groups can call the Office of Instruction (724-4173).

3. Regional Offices

Regional Offices are responsible for ensuring that curriculum plans are uniformly implemented throughout their respective regions. Implementation of curriculum on the regional level is the major responsibility of the Assistants for Instruction. Each region has an Office of Instruction, headed by an Assistant for Instruction. (See Appendix L for a list of Regional Assistants for Instruction).

Assistants for Instruction are responsible for: (1) staff development, i.e., training workshops and seminars are sometimes held under their direction; (2) classroom support; (3) instructional support services; and (4) anything related to the instructional program, pre-kindergarten through grade 12. Assistants for Instruction currently act as liaisons between the CBC Center, the regional instructional offices and the local school. They also meet with division heads, teachers and parents and generally monitor curriculum activities in order to promote regional uniformity.

Role for Parent Groups: Parent groups which have concerns about the implementation of the curriculum should

contact the assistant for instruction in their region or the regional superintendent. Parents may phone, write or visit their regional superintendent or assistant for instruction. If a timely response is not received, parents should contact their Ward representative on the Board or the Board of Education staff.

4. Principals and Teachers

Principals and teachers at individual schools are responsible for implementing the curriculum as mandated by the Board and the Superintendent. As of September 1979 the competency based curriculum is expected to be implemented in all schools. Within the CBC guidelines and the established curriculum guides, teachers have discretion to determine how a particular course is taught.

Principals and teachers at the junior and senior high school levels also play an important role in curriculum decision making by recommending that new elective courses be offered. 101/ To introduce a new elective course, the following procedure must be followed:

a. The request for the course must be submitted in writing to the regional

101/ Most elective courses are standard throughout the city because they are developed by the Office of Instruction.

office with a copy to the supervising director of the related subject matter field.

b. The request must include the following information:

i. recommended course title
ii. brief description of course
iii. recommended grade level
iv. credit offered, length of course (semester, year)
v. course outline of activities
vi. justification for inclusion

(1) needs of students
(2) short and long-range plans within curriculum framework

vii. proposed plan for evaluation of course.

c. Upon approval, a computer number will be assigned to the course.

d. Continuation of the course offering will be based upon the evaluation - including number of students, recommendation of principal, supervising director, resources needed.

e. Requests should be submitted each February and October prior to the semester to be offered.

Role for Parent Groups: After finding out just what the curriculum is, parent groups or individual parents can make their concerns known by discussing their views with principals and teachers on a group or one-on-one basis. At the elementary school level, parent groups can meet with the

principal or the local school CBC committee on a regular basis to discuss the implementation of the competency based curriculum and any problems it poses. If particular curriculum problems cannot be resolved through meetings with the principal, or members of the local school CBC committee, parent groups may wish to discuss these problems with the regional superintendent or with personnel in the Office of Instruction.

Parent groups can use similar approaches for resolving curriculum issues which arise at the junior and senior high school levels. In addition, parent groups may wish to review the range of elective courses offered in a particular school and may wish to meet with the principal to provide advice concerning elective courses at the school. Since a procedure for approving new elective courses is now in place (see pp. 109-110), parent groups may wish to recommend to the principal that particular types of elective courses be offered.

III. Textbook Selection

No textbooks may be purchased by the public schools for use by the students unless they are on a list approved by the Board. Certain procedures, described below, have been developed to implement this requirement.

In September, a general textbook committee established by the Office of Instruction begins the annual review and evaluation of new textbooks. The general committee is

composed of three groups: subject area supervisors, central office representatives and regional office representatives.

The subject area supervisors, along with qualified teachers in various subject areas disciplines, form subject area committees. These committees, whose members are approved by the Superintendent, review and evaluate all materials that are submitted by publishers.

The subject area committees review and evaluate textbooks in accordance with the guidelines established by the Board. The guidelines for the selection of textbooks are:

- relevancy of content;
- freedom from bias;
- nature of the perspective of the author in presentations dealing with ethnic, religious and/or minority groups;
- currentness of content;
- adequacy of coverage of topic;
- accuracy of content;
- honesty of presentation;
- interesting, easily understood style;
- nature of suggested class activities and independent study projects.
- completeness of text with respect to index, glossary, bibliography;
- technically appraised reading level;
- use of pictures, charts, graphs, diagrams and tables;
- cost to school system.

Using these guidelines, the subject area committees make selections and submit to the general textbook committee a list of new textbooks recommended for adoption. This is usually done in November.

The general textbook committee reviews the recommendations of the subject area committees and then in

December submits the list of recommended texts to the Superintendent. The Superintendent then submits the list to the Board for approval and adoption. In practice, the Board rarely makes any decision regarding textbooks not in accordance with the recommendations of the textbook committee. The Board usually acts on the recommendations in January and by March, an approved textbook list is published and delivered to the schools.

This list is used at the school level to select textbooks that will be used for courses. Principals and teachers are involved in making these selections. 102/ Once the selections have been made, the central administration aggregates the lists of selected textbooks and initiates procedures to order the books from the publishers. 103/

102/ The contract with the Teachers' Union provides that "The supervisor and the School Chapter Advisory Committee shall develop procedures for the equitable distribution of funds allocated for supplies, equipment, textbooks, and related educational materials." Art. XXVI, X.C.1. The manner in which parent groups can be involved in school level decisions about how to spend funds for classroom support, e.g., textbooks and supplies has been discussed in a previous section entitled "Determining Allocations for Non-Personnel Expenditures."

103/ The contract with the Teachers' Union also provides that "The supervisor and the School Chapter Advisory Committee shall develop procedures for the distribution and handling of books. Current guidelines issued by the Board shall be provided to the supervisory and the School Chapter Advisory Committees for their use in developing such procedures." Art. XXVI.B.1.

Role for Parent Groups: There are several critical points at which decisions about textbook selection are made, These decisions are made by:

- The subject area committees;
- The general textbook committee;
- The Superintendent;
- The Board;
- The local school.

The important decisions about textbook selection fall into two major categories: (1) what books will be placed on the list for eventual approval by the Board and (2) what books will be selected from the list by principals and teachers. Parent groups that are interested in which books are placed on the list may, depending on the time of year, wish to discuss their concerns with the subject area committees, the general textbook committee, the Superintendent or members of the Board. Parent groups should realize that the most important decisions about what books should go on the list are made in the form of recommendations by the subject area committees. Information on when these committees meet can be obtained by calling the Office of Instruction (724-4173).

Parent groups interested in which books are selected from the approved list for use at the local school may wish to (1) obtain a copy of the approved textbook list from the principal; (2) discuss the list with the principal; and (3) make recommendations to the principal about what textbooks should be chosen from the approved list.

PART FIVE - CALENDAR

Budget Decision Making Calendar: Non-personnel and Teacher Allocations

September	Opening-of-school supply packages provided.
	Initial student memberships compared with projected student memberships.
	Teacher assignments adjusted for gross differences between projected ard actual student memberships.
October	Offical student membership taken.
November	Equalization/Comparability data established.
February	Enrollment projected for next school year.
	Preliminary allotments issued for major purchases for next school year.
	Textbook/Equipment requirements determined for next school year.
March	Teacher/Class organization estimated for next school year.
April	Special budget needs of local schools and regions considered. Superintendent's budget recommendations formulated.
May	Teacher vacancies announced.
June	Teachers evaluated.
July-September	Board budget deliberations.

PART SIX - GRIEVANCE PROCEDURES FOR PARENTS AND STUDENTS

I. Introduction

The Rules of the Board of Education provide a grievance procedure for parents, students, guardians and groups of parents, students, guardians, or their representatives (Board Rules, Chapter 4 § 424.2). This procedure applies to those situations where other sections of Chapter 4 of the Board Rules do not provide a specific grievance or hearing process. (Chapter 4 of the Board Rules does provide some form of a grievance hearing process in such areas as contested residency cases, involuntary student transfers, challenges to the content of official records, special education and suspensions and expulsions).

The grievance procedures in § 424 of the Board Rules may be used in any of the following situations where it is alleged that (1) any student or group of students is being denied access to an adequate educational opportunity; (2) any student is being denied participation in any school activity for which the student is eligible; (3) any student or group of students is being subjected to an arbitrary or unreasonable regulation, procedure or standard of conduct; and (4) the rights of students, or any individual student, are being abridged or denied. (Board Rules, Chapter 4, § 424.3(a)-(d)).

II. Steps in the Grievance Procedure

The following procedures apply to all grievances brought under § 424 of the Board Rules:

- The person or persons bringing the grievance must make an informal complaint to the principal or other school official in charge of the program or activity.

- The person to whom the grievance is brought must attempt to resolve the problem through informal means, such as meetings, conference and discussion.

- If the grievance is not resolved through the informal process, a written complaint must be filed with the principal or other responsible school official who has conducted the informal process. The principal or other school official must attempt to resolve the written grievance through conferences with students, parents, teachers, other school officials and other involved parties. The appropriate regional office must be informed of the written grievance and may be consulted by the principal or other school official in an attempt to resolve the grievance.

- The decision of the principal or other school official as a result of the attempt to resolve a written grievance must be in writing and communicated to the involved parties ard the appropriate regional office.

- If the written grievance does not result in a mutually satisfactory resolution of the problem within ten (10) days, a written grievance may be filed with the appropriate regional office. The regional superintendent or his designee must attempt to resolve the grievance by investigating the problem, holding conferences with involved parties or conducting an informal meeting.

- The regional superintendent or his designee, or the party bringing the grievance, may request a formal hearing before a disinterested hearing officer. Such hearing officer may be designated by the Superintendnet of Schools or public schools hearing office from among persons employed by the school system on a full-time or part-time basis to serve in such capacity.

- In all cases where a hearing officer is involved, such hearing officer must provide the regional superintendent or his designee with written findings and recommendations. Upon receipt of

the hearing officer's report, the regional superintendent or his designee must make a further attempt to resolve the grievance and shall issue a final decision in writing. Such written decision must list the findings and recommendations of the hearing officer, even if rejected or modified in the final decision. Copies of the final decision must be given to all parties.

- The final decision of the regional superintendent is the final administrative decision of the school system. A copy of the regional superintendent's final decision must be sent to the Superintendent of Schools. (Board Rules, Chapter 4, § 424.4(a)-(g) and § 425.5)

This grievance procedure does not preclude or prevent any regional superintendent, principal or other school official from establishing in cooperation with students, parents, teachers or other administrators, and other concerned citizens, an intermediate process for the resolution of problems and complaints within the school or program prior to the submission of the grievance to the regional superintendnet. This process should be in writing and available to such persons and groups. (Board Rules, Chapter 4, § 424.6)

PART SEVEN - SUPPLEMENTAL INFORMATION

APPENDICES A - M

DISTRICT OF COLUMBIA CITIZENS FOR BETTER PUBLIC EDUCATION, INC.

SPECIAL REPORT

Second Printing | 95 M Street, S.W., Washington, D.C. 20024, Tel: 484-7030 | October, 1978

FOR PARENTS SEEKING HELP

Road Map to Special Education

If your child has physical, mental, emotional or other problems, he or she may not be able to learn at the same rate or in the same way as other children. Special help, tailored to the child's unique problem, may be needed. Such help is called special education, and public schools are required by law to provide it at no cost to all children who need it.

A large part of the burden falls on the parent or guardian, however, to see that a child's special education needs are identified and met. D.C. Citizens for Better Public Education has prepared this guide to special education in the District of Columbia Public Schools to let you know your rights as a parent and your child's rights, and to help you through the complex procedures which must be followed for a special education student to receive an appropriate education.

Parents become aware of obvious problems, such as physical handicaps, early in a child's life, but they may not recognize other, less apparent, signals which could mean that the child needs special help in school. Most children go through periods of adjustment when they have some kind of difficulty at home or at school, but if your child has any of the following problems for long periods of time, you should seek help.

- Is your child extremely active, unable to sit still or concentrate for more than a few minutes?
- Is your child too quiet? Does he show little or no interest in his surroundings or other people?
- Does your child fight frequently? Does he seem unable to get along with his friends, family or other people?
- Even though he tries very hard, does your child have trouble doing his school work?
- Does his personality or behavior seem very different from that of other children his age?
- Finally, are you worried and uneasy about your child?

If your child has no obvious physical or mental handicaps but you are worried about personality or behavior characteristics, there are several things you should do. First, try to watch the child when he is with other children to see whether he is very different from his playmates.

SPECIAL REPORT
By Mary Hunter & Pat Nagle

If your child is in school, visit the school and observe his behavior in the classroom. If possible, watch from the hallway so that you can see how he behaves when you are not around.

Also, talk to other people who spend time with him, such as the baby-sitter, day care teachers, relatives, school teachers, your physician and trusted neighbors. Let them know that you are concerned, and ask them to help you. All human beings have many sides to their personalities and the observations and opinions of all of these people will help you to see your child's problems and needs more clearly.

Special Education: Some Basic Legal Rights

If you think your child needs special help, you should know his rights and yours:

- The public schools must provide a free, appropriate education for all persons 5-18 years old. After September, 1979, a free, appropriate education must be provided to all persons 3-21 years old.
- The public schools are required by law to evaluate and place the child in an appropriate education program within a certain time.
- The school must notify you in writing, in the native language of your home, before evaluating your child or placing him in a special education program.
- You have the right to have someone else, other than the school, evaluate your child.
- The decision on your child's education cannot be based on just one test.
- The tests and materials used to evaluate your child cannot discriminate against him because of race or culture.
- The information gathered about your child is strictly confidential and cannot be given to anyone else without your written permission.
- A written, individual educational program must be prepared for your child. The parents must be asked to help prepare this plan.
- Your child must be educated in a regular classroom, if appropriate.

NEW TO D.C. PUBLIC SCHOOLS?

How to Start Your Child's Evaluation

Suppose you have just moved to the District of Columbia. Or, you have begun to suspect that your child needs special education, but the child is not currently enrolled in a public school. You'll want to know how to get him evaluated and placed by the public schools in the appropriate class or special program.

If the child is of school age, start by enrolling him in your neighborhood school. Be sure to bring along a birth certificate or other proof of date and place of birth, and copies of any medical reports, case studies or evaluations you might already have. The school cannot require these, but if you supply them they could speed up the placement process.

When you enroll the child, ask for a meeting with the principal to discuss your concerns. Insist that the meeting be held within five working days.

At this first meeting, the people from the school may ask you to let some of the special reading, math or speech teachers in the school work with your child to see if they can help him.

If you decide to try the Building Level program, make it clear that you want another meeting and a written evaluation after the child has been in the program for one full Advisory period (nine weeks). At that time, you may decide to continue the program. If you think your child's needs are too great to be handled at the school, tell the principal you want your child referred immediately to special education and that you want your child evaluated.

Insist that the principal fill out Form 205 (Confidential Request for Individual Pupil Study) while you are there. Since the principal must complete the form and send it to the Regional Pupil Personnel Center within five working days after you ask for it, insist that the form be dated in your presence. You must also sign the form, giving your permission for the confidential evaluation, and another permission slip for the evaluation. DO NOT LEAVE THIS MEETING UNTIL YOU HAVE SIGNED BOTH FORMS.

You do not have to try the Building Level Program. You may tell the principal you want your child referred immediately to special education, and to complete, date and sign Form 205 in your presence. Again, be sure to add your signature to the form and the permission slip for the evaluation. From this point on, you and your child follow the same steps outlined for children already attending the District's public schools.

ONCE THE FORM 205 IS FILED . . .

The Schools Must Act Promptly

If you think your child needs special education services, you will want to see that the child's needs are quickly identified and that an appropriate instructional program gets underway as soon as possible. You should be aware that, in processing Special Education cases, the school system has agreed in court to take certain steps within specific time limits. You should keep track of the time the school system takes to complete each step. Do not allow school officials to postpone evaluating your child and making a recommendation for his education.

To start the process, tell your child's principal that you want the child referred to special education. Insist that the principal complete and date a Form 205. You must sign the Form 205, and another permission slip for an evaluation. It will help speed up the placement if you supply copies of any previous medical reports, case studies, or other evaluations you might have. (Be sure to keep the originals for yourself.)

The principal must send the Form 205 to the Regional Pupil Personnel Center within five working days. If you have not been contacted by the principal or by someone from Pupil Personnel at the end of five working days, call the Regional Superintendent and tell him or her that your child's principal has not followed instructions. The regional office must give you a reply within three working days.

At the end of three working days, if no one has contacted you, call the Superintendent of Schools and tell him that you are not satisfied with the response to your request for special education placement. At the same time write a letter asking for a "Denial of Placement" Hearing. The letter should be sent to:

Robert Burch
The Student Hearing Office
D.C. Public Schools
415 - 12th Street, N.W.
Washington, D.C. 20004

You may have to take each of these steps to push for your child's placement, even though the school system is required by law to make a decision about your child's education within a certain time. There are no penalties provided for employees who fail to meet the deadlines.

After the principal sends the 205 (and other reports you may have supplied) to the Regional Pupil Personnel Center, a team of specialists will study your child. After they have completed their work, they will meet with you and make a recommendation for the child's education.

THE SCHOOL SYSTEM AGREED IN COURT THAT THE "205 PROCESS" WOULD BE COMPLETED WITHIN 50 DAYS. That means 50 calendar days, not 50 working days. The first part of the 205 process is the evaluation, which should be completed in 20 days; the second part, placement, must completed within 30 more days. If the evaluation takes longer than 20 days, the court ordered that the extra time be subtracted from that allowed for placement.

The Evaluation Process

During this period, your child will be examined by a psychologist and by a social worker from the Regional Office. The psychologist will write a report based on her observations and tests and on any other written reports from outside sources which the parents may have submitted. The parents are often asked to submit a physician's report, eye examination report and hearing examination results. If you are asked for such reports, be sure to ask what help the Region can give you in getting such examinations done quickly through the public clinics. These are free and are satisfactory for evaluation purposes. Of course, you may choose to have such examinations made by a private physician.

When the evaluation is finished, the Child Study Team will meet and decide whether or not your child is eligible for special education. The Child Study Team includes the Director of Pupil Personnel for the Region, the Associate Director for Special Education, teachers, psychologists and other persons who have worked with your child.

If the team decides that your child DOES NOT need special education, you may appeal that decision. Call Robert Burch

Insist on Prompt Action at Every Step

at the Student Hearing Office, 724-4260, or write him at:

The Student Hearing Office
Room 1101
415 12th Street, N.W.
Washington, D.C. 20004

Individualized Education Program

If the Child Study Team decides that your child needs special education, you will be called in for a conference to help develop what is known as an IEP (Individualized Education Program). If you have not received such a call by the end of 30 days, call the Regional Superintendent and ask what has happened.

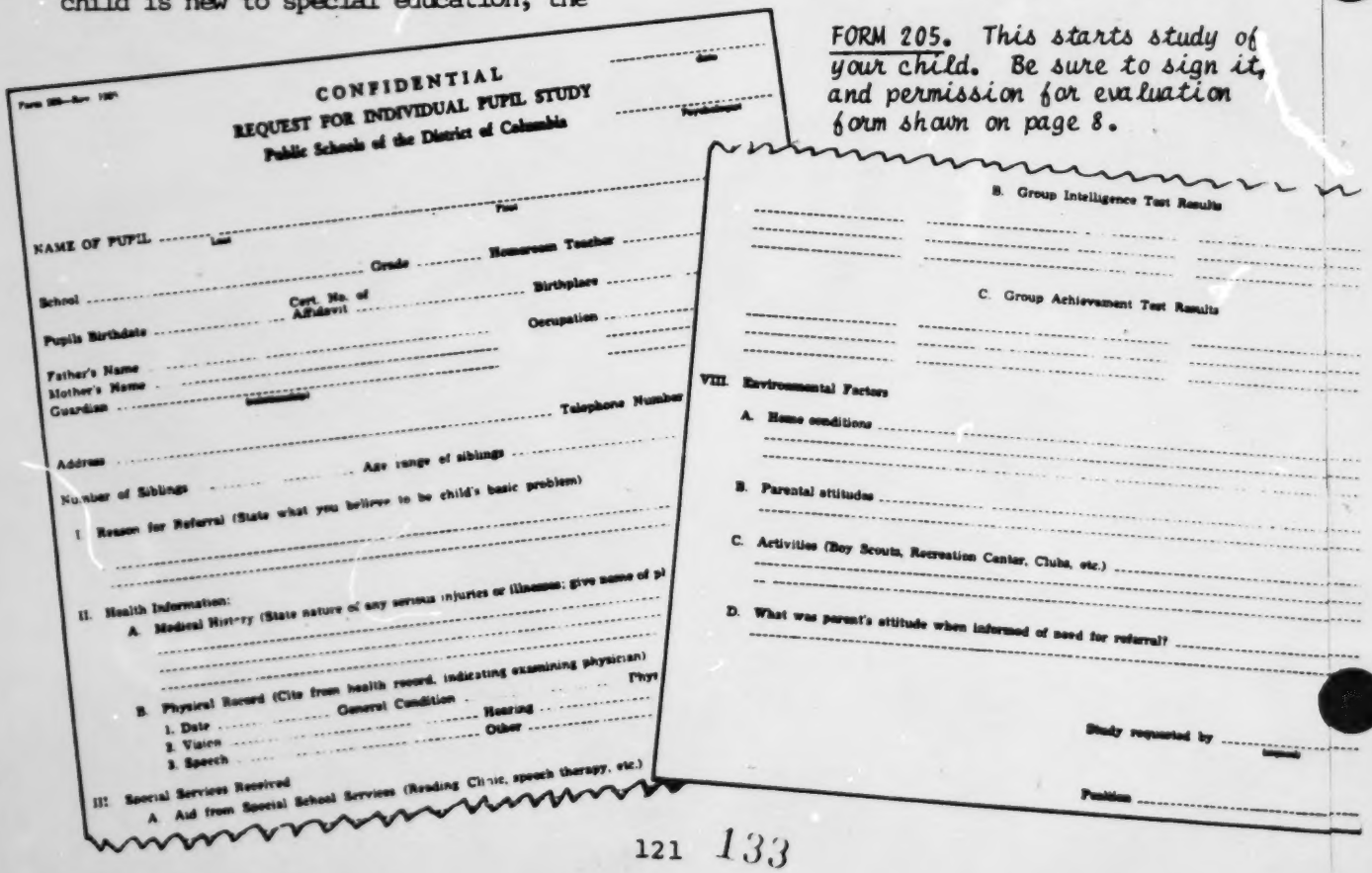
The Individualized Education Program is written by the Child Study Team, you, and anyone else who has been involved in observing or testing your child. The IEP must be ready no later than 30 days after you have been told that your child needs special education. If your child is new to special education, the IEP will tell you and your child's teachers:

- What the child is able to do.
- What the child needs.
- What the child should be able to do during the coming year.
- Exactly what kind of help he/she will get, both in regular and special education.
- When he/she will get this help.
- How progress will be checked.
- How and when the program will be checked to see if it was right for him/her.

The Child Study Team will prepare the program and then meet with you to get your opinions about the IEP. The team will also tell you where your child will be placed. If you agree with the recommended placement for your child, he/she will be enrolled in that facility or program. The next step is the Individual Implementation of the IEP.

This means that the people running the program in which your child is en-

FORM 205. This starts study of your child. Be sure to sign it, and permission for evaluation form shown on page 8.



CONFIDENTIAL
REQUEST FOR INDIVIDUAL PUPIL STUDY
Public Schools of the District of Columbia

NAME OF PUPIL ..... Last ..... First .....
School ..... Grade ..... Homeroom Teacher .....
Pupil's Birthdate ..... Cert. No. of Affidavit ..... Birthplace .....
Father's Name ..... Occupation .....
Mother's Name .....
Guardian ..... Relationship
Address ..... Telephone Number .....
Number of Siblings ..... Age range of siblings .....
I. Reason for Referral (State what you believe to be child's basic problem)
II. Health Information:
A. Medical History (State nature of any serious injuries or illnesses; give name of ph
B. Physical Record (Cite from health record, indicating examining physician)
1. Date ..... General Condition ..... Hearing ..... Phys
2. Vision ..... Other .....
3. Speech .....
III. Special Services Received
A Aid from Special School Services (Reading Clinic, speech therapy, etc.)

B. Group Intelligence Test Results
C. Group Achievement Test Results
VIII. Environmental Factors
A. Home conditions
B. Parental attitudes
C. Activities (Boy Scouts, Recreation Center, Clubs, etc.)
D. What was parent's attitude when informed of need for referral?
Study requested by ..... Position .....

of the Process

rolled must tell you exactly: (1) What they want your child to learn to do; (2) When the program will begin and how long it will last; (3) How they will teach the student to do these things, and when; and (4) How they will measure the child's progress.

The IEP is an important step. The school system must think about your child's particular needs in order to write it; it must ask you to think about them also and approve whatever is planned for your child. The IEP also gives you a sort of blueprint by which to judge any placement the schools recommend for your child.

Your Child's Placement

After drawing up the IEP, the Special Education Department attempts to find a proper place for your child within the school system. Placement may recommend a special program within a regular or special school. If there are no suitable programs within the public schools, a private school can be recommended, and the schools are obliged to pay for it.

It is very difficult for most parents to decide whether a particular program is the right one for your child. The IEP can help. You have the right to visit any suggested placement for your child. Take a copy of the IEP with you and ask the teacher who will be dealing with your child how she plans to try and do each thing outlined in the IEP.

If you are not satisfied with the suggested placement, you can again file an appeal. You should receive a registered letter informing you of the suggested placement. That letter will contain a form for you to sign accepting or rejecting the recommendation. If you disagree with the recommendation, you will mark a place on the form, asking for a hearing to appeal the decision.

This hearing must be held within 20 to 45 days after you ask for it. The hearing will take place on a school day between 8 a.m. and 4:30 p.m. so that school employees can attend. If this is not suitable, you can ask to have the hearing set for a more convenient time. You will be contacted about the date, time and place for the hearing.

You have some rights (listed at the right) which must be observed all through

(Continued on Page 8)

YOUR RIGHTS DURING A HEARING

- The hearing will be held no sooner than 20 nor later than 45 days after you ask for it. If 20 days is too soon, you may ask for a later time.
- The hearing will be held at your neighborhood school or some other convenient location at a time convenient for you.
- The hearing will be closed unless you ask for it to be open, so visitors and observers can be present.. A closed hearing allows only the parties and those giving evidence to be present.
- You have the right to examine your child's school record and any other tests or reports before the hearing.
- You have the right to present evidence of your own, including any medical, psychological or educational reports you may have. You will need two extra copies of any written reports you want to present.
- You have the right to insist that any school employee or any public employee who has evidence about your child be present at the hearing. You may cross-examine any person testifying for the school system.
- You can have a lawyer to represent you at the hearing. If you are going to have witnesses for your side, you must give their names to the Student Hearing Officer 7 days before the hearing. School officials must give you a list of their witnesses 10 days before the hearing.
- If you cannot afford a lawyer, you can obtain free legal services from several local agencies. These are listed elsewhere in this report.
- You can use your area Mental Health Station for a free independent medical, psychological and educational evaluation of your child. The people who make these evaluations may testify for you at the hearing. To find your Mental Health Station, look in the phone book under District of Columbia Government, Mental Health Administration, or ask the psychologist who tests your child to give you the number.
- You have the right to have a copy of the record of the hearing made available to you.
- Within 30 days after the hearing, you will receive a registered letter telling you what the decision is, and how it was reached.

Here Are the Kinds of Special Education Programs Available to D.C. Children

If it is determined that your child needs special education, you will want to know exactly what kind of program is being recommended. Here is a list, and brief explanation, of the special education programs available to children in the District of Columbia.

PRE-SCHOOL. There are programs in public schools, Head Start centers, and community mental health centers for pre-school handicapped children. If you believe your pre-school youngster is handicapped, you should inquire about one of these programs right away.

SCHOOL-BASED SPECIAL EDUCATION. Regular schools have special education teachers who work a few hours a week with special education children, observing and testing them. These teachers will meet regularly with you to discuss the best program for your child.

LEARNING CENTERS. If children in regular school need special help, they may be sent to a learning center for a time. Learning center programs are intended to help the children and return them to the regular school as soon as possible.

VISITING TEACHERS. When children must be absent for a long period of time because of a health or physical problem, visiting teachers will work with them at home or in the hospital. You may need a certificate from the child's doctor before you can arrange this.

ITINERANT TEACHERS. Sometimes children can be enrolled in a regular classroom, but need help because they have sight, hearing or speech problems. The itinerant teachers travel from class to class, or school to school, to work with these children and their regular teachers.

SPECIAL STATIONS. This is another program in the regular school. The child may join other classmates for art, physical education or music, and then return to the special station in the building to work with the special education teacher. A child spends most of his time at the special station.

SPECIAL SCHOOLS. The child who needs constant supervision and a temporary or permanent special environment will be sent to buildings which can provide this service. The Department of Human Resources (DHR) and the school system cooperate to provide these services. The programs might be in specially designed schools, Community Mental Health Centers which are located in several parts of the city, or at the Special Developmental Services Center at 6405 - 16th Street, N.W., Washington, D.C.

FOREST HAVEN AND GLEN DALE. Children who are severely retarded, or so handicapped that they cannot live at home, may be sent to Forest Haven or Glen Dale where DHR provides care, treatment and training.

TUITION PROGRAM. When a child has a very unusual need which cannot be met in the public schools, or one of the programs managed by the DHR, a tuition grant may be needed to place him in a special private program.

FEDERAL PROGRAMS. These are programs in Washington which get Federal funds from the U.S. Government, and District children can enroll in them. They are: Kendall School and the Model Secondary School for the Deaf at Gallaudet College, and St. Elizabeth's Hospital for the severely emotionally disturbed.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
REGION I
Washington, D. C. 20020

PARENT WAIVER FORM

School: _____ Date: _____

I, _____, parent/guardian
Name of Child

of _____, Date of Birth

having been informed of my rights do hereby indicate that I do not wish to have the child named above participate in the local school program for prereferral observation and educational assessment (School Based Program).*

Signed: _____
Parent/Guardian

Date: _____

*(A copy of this form should accompany the Form 205 when submitted to Pupil Personnel Services.)

135
123

Sign this form if you don't want to try the School-Based Program.

Know What They Are Saying

You need to understand the meaning of some of the words and phrases you will hear as various persons talk about your child and the plans that will be made for him/her. If you don't understand what people are saying to you, stop them at any time and insist that they explain to you what they are talking about - in plain language that you can understand. Here are some of the phrases you will hear:

SPECIAL EDUCATION. A program which uses special methods and materials to teach handicapped children.

FORM 205. A paper the principal must fill out asking for a Confidential Individual Pupil Study. You must sign this form before your child can be tested.

EVALUATION. A series of steps, activities and tests to determine your child's needs.

PUPIL PERSONNEL CENTER. That part of the school system responsible for evaluatng your child and making a recommendation for or against special education. There is a Center in each of the six regions.

PSYCHOLOGIST. A specially trained person in the Pupil Personnel Center who will test your child.

CHILD STUDY TEAM. A group of people who will study your child and make recommendations for his/her education. The team usually includes someone from the Pupil Personnel Center, a placement specialist and someone (teacher, counselor or principal) from your child's school.

INDIVIDUALIZED EDUCATION PLAN. A written statement, developed jointly by school officials and you, describing your child's needs and abilities, and prescribing a plan for his/her education.

APPEAL PROCESS. A series of steps a parent or guardian may take if she does not agree with the recommendation made for the child.

HEARING OFFICER. An independent person who helps decide the best placement for a child when the school and the parent or guardian do not agree.

If You Need Legal Help . . .

At special education hearings, you and your child have the right to be represented by any person of your choosing. If you wish to be represented by a lawyer, but are unable to find one, free legal service may be available to you from one of the sources listed below:

Neighborhood Legal Services Program
611 - 11th Street, N.W.
Telephone: 628-9161

Neighborhood offices:

1130 - 6th Street, N.W.
Telephone: 387-2500

4800 Nannie Burroughs Avenue, N.E.
Telephone: 399-4310

1337 - H - Street, N.E.
Telephone: 399-6431

3016 Martin Luther King Avenue, S.E.
Telephone: 561-0100

1219 Good Hope Road, S.E.
Telephone: 678-2000

3308 - 14th Street, N.W.
Telephone: 462-4383

Young Lawyers Section
D.C. Bar Association
1819 - H - Street, N.W.
Telephone: 223-1480

Juvenile Justice Clinic
Georgetown Law Center
511 - E - Street, N.W.
Telephone: 624-8295

Juveniles with Special Needs
Antioch Law School
265-9500

Things for Parents to Know and Do

For parents of children needing special education, here is a handy checklist of things to know or do to assure that the child receives the services to which he or she is entitled.

- The public schools and the District of Columbia must provide a free, appropriate education for all children.
- You and your child have certain rights which must be observed.
- If you are concerned about your child's physical, mental or emotional growth, insist that the school study your child and make an informed decision about the child's needs.
- Learn the words and phrases people will be using when you talk about your child and special education. If you do not understand what they are saying, insist that these things be explained to you in plain language, or in your native language.
- You do not have to try any of the school building programs. You can insist that your child be examined for special education right away.

Be sure to remember all the time limits for special education evaluation and placement.

- The principal must send in the Form 205 within five days after you ask for a study of your child.
- The Regional Office must contact you within three days after they receive the 205.
- The Regional Office staff must evaluate your child within 30 working days after receiving the Form 205.
- If your child is recommended for special education, an Individualized Education Program must be written for him and he must be placed within 50 days after the filing of the Form 205.
- If you disagree with the recommendation, you can file an appeal and ask for a hearing, which must be held 20-45 days after you ask for it.

Don't hesitate to call school officials and others for information or help:

- The principal of your neighborhood school.
- Your Regional Assistant Superintendent.
- The Director of Pupil Personnel for your region.
- The Assistant Superintendent for Special Education. Telephone 724-4018.
- The Superintendent of Schools. Telephone 724-4222.
- Your own lawyer, or the law services listed on the preceding page.
- The Information Center for Handicapped Individuals. Telephone 347-4986.
- D.C. Citizens for Better Public Education, Inc. Telephone 484-7030.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Pupil Personnel Services
Presidential Building
415 - 12th Street, N. W.
Washington, D. C. 20004

DATE: _____

NAME OF CHILD: _____

BIRTHDATE: _____

Dear _____:

The D. C. Public School System is committed to providing a public education for all District children. The educational needs of children vary. Testing and evaluation are necessary to determine the different educational needs of children.

We are requesting your permission to conduct the necessary testing in order to better serve your child.

The test results will become a part of the permanent school record of your child. Only authorized school personnel will be permitted access to this information without your consent. However, this information is available to you upon written request.

Sincerely,

Wilbur A. Millard
Assistant Superintendent

Permission to test my child is granted ☐
denied ☐

_____
PARENT/GUARDIAN SIGNATURE

Insist on Prompt Action

(Continued from Page 5)

the hearing process. Since the decision of the Hearing Officer will be based only on evidence presented at the hearing, make sure all your rights have been observed, and that you have evidence and witnesses to support your views about what is best for your child.

137

APPENDIX B

BIBLIOGRAPHY

- Citizen Involvement in The Local Budget Process, August 1978. Available from The Center for Community Change, 1000 Wisconsin Avenue, N. W., Washington, D. C. 20007 ($1.50)

  A guide intended to help citizens and community groups monitor local and federal public programs and take part in government budget decisions.

- Collective Bargaining and Teacher Strikes, 1978. Available from National Committee for Citizens in Education, Suite 410 Wilde Lake Village Green, Columbia, Maryland 21044 ($2.25) (single copies are available to members free of charge).

  Gives parents information about collective bargaining agreements and the rights that they have to participate in the negotiation of those agreements during teacher strikes.

- Community Participation in Education. Carl A. Grant, Allyn and Bacon, Inc. 1979. For information write to Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

  This book takes an incisive look at how the schools and the community can work as partners in making important school policy decisions in areas such as budget, curriculum, selection of school personnel and plans for racial integration.

- Developing Leadership for Parent/Citizen Groups, 1976. Available from the National Committee for Citizens in Education, Suite 410 Wilde Lake Village Green, Columbia, Maryland 21044 ($1.75).

  What is "leadership?" How do you develop it in yourself and others? How do you take initiative? When do you assert yourself and when do you compromise? How do you build a power base? These and a host of other pertinent questions about leadership development are addressed using school-oriented problems as examples. It is a handbook that is to the point and readily understandable.

- Guide for Community School Advisory Councils, April 1976. Availabe from the Superintendent of Schools, Department of Education, San Diego County, 640 Linda Vista Road, San Diego, CA. 92111 ($2.00)

  A step by step guide for parents and the community which gives detailed suggestions and recommendations about: (1) selection and organization of a community School Advisory

Council; (2) Building a Working 'Relationship'; (3) First Steps in the Implementation of a Community School;and (4) Maintaining Interest of Advisory Council Members.

- Overcoming Barriers to School Council Effectiveness. Available from Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 ($6.50).

  This is a report on a year-long effort to support and evaluate local School Advisory Councils in five communities around the nation : San Diego, California; Fairfield and Calhoun Counties, South Carolina; and Yonkers, New York.

- Parents Organizing to Improve Schools, March 1976. Available from the National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044 ($1.50) (single copies are available to members free of charge).

  Gives parents a step-by-step guide for organizing and running a parent group in the schools that can act effectively to upgrade the quality of education and the educational environment.

- Rationale and Methods: IRE Clearinghouse Information Packet on School Community Councils. Available from Institute for Responsive Education, 204 Commonwealth Avenue, Boston, Massachusetts 02215 ($6.00).

  Responds to questions about rationale and methods for increasing citizen participation in educational decision making. Presents information regarding the history of citizen participation, models of involvement and ideas for improving the effectiveness of school councils.

- Who Controls the Schools?, 1978. Available from the National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044 ($2.00).

  Gives parents detailed descriptions of the major participants in school policies and how they got there. Addresses questions such as (1) who has more power to decide how your child should be educated: (a) the school board?; (b) the courts?; (c) or the federal government; (2) do parents and students have any power?; and (3) should they?

- Working with your School, a handbook of the Texas Advisory Committee to the United States Commission on Civil Rights, 1977. Available from the U. S. Commission on Civil Rights,

Southwest Regional Office, 231 New Moore Building, 106 Broadway, San Antonio, Texas 78205.

This is a useful handbook. It is rich in factual material and scope yet unusually clear and adaptable to laypersons. The introductory chapter on "You and Your Public Schools" gives strong grounding to the right, even obligation of parental involvement in schools. Succeeding chapters (1) describe the organization of the educational system as a hierarchical pyramid; and (2) surveys the legal rights of parents and students in public schools.

The chapters on "How to Influence School Decisions" and "Evaluating the School" are extremely useful and discuss the political nature of the educational system. They outline realistic strategies for evaluating schools, organizing around education issues, and dealing with the educational "pyramid."

APPENDIX C

MEMBERS OF THE BOARD OF EDUCATION,
SUPERINTENDENT AND SPECIAL EMPLOYEES
(November 1979)

Mr. Frank Smith, Jr. Ward I	Office Home	724-4289 232-8379	415 12th Street, N. W. 20004 2904 18th Street, N. W. 20009
Mrs. Alaire B. Rieffel Ward 2	Office Home	724-4283 387-4163	415 12th Street, N. W. 20004 1709 Que Street, N. W. 20009
Mrs. Carol L. Schwartz Ward 3	Office Home	724-4290 244-4127	415 12th Street, N. W. 20004 3600 Cumberland St., N.W. 20008
Mrs. Linda Cropp Ward 4	Office Home	724-4283 726-0505	415 12th Street, N. W. 20004 4001 18th Street, N.W. 20011
Mrs. Bettie G. Benjamin Ward 5	Office Home	724-4290 822-4463	415 12th Street, N. W. 20004 4023 13th Street, N. W. 20017
Mr. John E. Warren Ward 6	Office Home	724-4302 678-4466	415 12th Street, N. W. 20004 2330 Good Hope Rd., S.E. # 819 20020
Mr. Nathaniel Bush Ward 7	Office Home	724-4283 582-7451	415 12th Street, N. W. 20004 2820 Pennsylvania Avenue, S. E., # 301 20020
Mr. R. Calvin Lockridge Ward 8	Office Home	724-4289 562-5045	415 12th Street, N. W. 20004 121 Raleigh Street, S. E. 20032
Mr. Frank Shaffer-Corona At Large	Office Home	724-4283 232-2685	415 12th Street, N. W. 20004 1841 Columbia Road, N. W., # 316 2000[illegible]
Mr. Eugene Kinlow At-Large	Office Home	724-4283 574-9642	415 12th Street, N. W. 20004 412 2nd Street, S. W. 20032
Mrs. Barbara Lett Simmons At Large	Office Home	724-4302 829-7959	415 12th Street, N. W. 20004 7244 15th Place, N. W. 20012
Dr. Vincent E. Reed Superintendent	Office Home	724-4222 291-3926	415 12th Street, N. W. 20004 7115 16th Street, N. W. 20012
Ms. Patricia Miner Executive Secretary	Office Home	724-4289 966-6148	415 12th Street, N. W. 20004 3511 Davenport St., N.W. 20008
Mr. James E. Brown General Counsel	Office Home	724-4283 726-7044	415 12th Street, N. W. 20004 8028 16th Street, N.W. 20012
Mr. Gene Page Special Asst. to the President	Office Home	724-4289 839-9248	415 12th Street, N. W. 20004 1005 Montezuma Drive 20022

TERM EXPIRES - 1983 *

Mrs. Bettie G. Benjamin
Mr. Eugene Kinlow
Mr. Frank Smith, Jr.
Mrs. Linda Cropp
Mr. John E. Warren
Mr. Nathaniel Bush

TERM EXPIRES - 1981

Mr. R. Calvin Lockridge
Mrs. Alaire B. Rieffel
Mrs. Carol L. Schwartz
Mr. Frank Schaffer-Corona
Mrs. Barbara Lett Simmons

BOARD OF EDUCATION
Telephone Number: 724-4289, 90 or 91

* In January 1980, the newly elected or re-elected members of the Board will be seated. The Board will then elect a new President and Vice-President.

APPENDIX D

MEMBERS OF BOARD OF EDUCATION COMMITTEES *

(November 1979)

1. Committee of the Whole

Co-Chairpersons:	Carol L. Schwartz
Members	All Board Members

2. Committee on Internal Staff Operations

Chairperson:	Carol L. Schwartz
Members:	Frank Schaffer-Corona R. Calvin Lockridge

3. Committee on Rules, Policies and Legislation

Chairperson:	Alaire B. Rieffel
Members:	Carol L. Schwartz

4. Committee on Educational Programs

Chairperson:	R. Calvin Lockridge
Members:	Bettie G. Benjamin Alaire B. Rieffel Barbara Lett Simmons

5. Committee on Student Support and Community Participation

Chairperson:	
Members:	Frank Shaffer-Corona Eugene Kinlow

6. Committee on Employee Relations

Chairperson:	Bettie G. Benjamin
Members:	Frank Shaffer-Corona John E. Warren

7. Committee on Buildings and Grounds

Chairperson:	Barbara Lett Simmons
Members:	John E. Warren Carol L. Schwartz

8. Committee on School Finance

Chairperson:

Members:

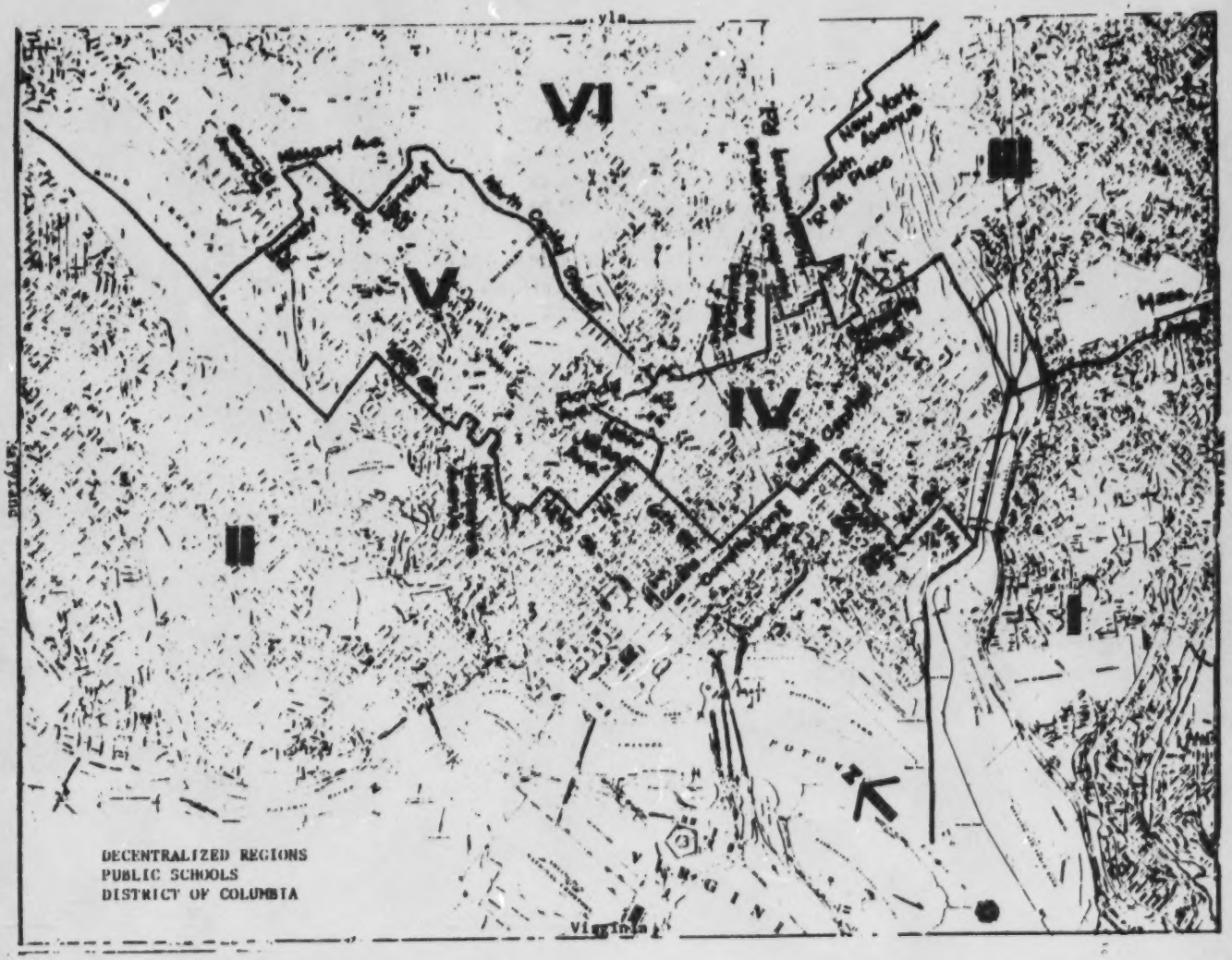
Carol L. Schwartz
John E. Warren
R. Calvin Lockridge
Eugene Kinlow

Board of Education
Telephone Number: 724-4289, 90 or 91

* The Board's Committee structure and membership listed in this Appendix will change when the newly elected or re-elected members of the Board are seated in January, 1980 and a new President and Vice-President are chosen by the Board. The President of the Board will determine the committee structure and will assign Board members to committees.

APPENDIX E

REGIONAL SUPERINTENDENTS OF THE BOARD
OF EDUCATION AND GEOGRAPHICAL DIVISION



DECENTRALIZED REGIONS
PUBLIC SCHOOLS
DISTRICT OF COLUMBIA

REGION	REGIONAL ASSISTANT SUPER.	DEPUTY	ADDRESS	TELEPHONE
I	Dr. Reuben G. Pierce	Mrs. Nora L. Banks	Old Congress Hghts. School #5 6th & Alabama Ave.,S.E. Washington,D.C. 20020	767-7065
II	Dr. Dorothy L. Johnson	Dr. Tony Minus	Jefferson Junior H.S. #5 801-7th St., S.W. Washington, D.C. 20024	724-4967
III	Dr. Andrew E. Jenkins, III	Dr. Roberta C. Palmer	Old Carver School #4 45th and Lee Sts., N.E. Washington, D.C. 20019	724-4934
IV	Dr. Wm. H. Brown	Mr. Bradford A. Tatum	Madison School #4 10th & G Sts., N.E. Washington, D.C. 20002	724-4785
V	Mr. William J. Saunders(Acting)	Mrs. Teresa B. Posey (Acting)	Old Bruce School #2 770 Kenyon St., N.W. Washington, D.C. 20010	576-6334
VI	Dr. P. Gary Freeman	Dr. Gerald R. Brown	Shaed Elementary School Douglas St. & Lincoln Rd., N.E. Washington, D.C. 20002	576-6056

APPENDIX F

MEMBERS OF THE DISTRICT OF COLUMBIA COUNCIL
(November 1979)

	OFFICE PHONE	TERM EXPIRES
Hon. Arrington Dixon Chairman, At Large	724-8036	Jan. 2, 1981
Hon. Nadine P. Winter Chairwoman Pro Tempore Ward 6	724-8064	Jan. 2, 1983
Hon. David A. Clarke Ward 1	724-8070	Jan. 2, 1983
Hon. John A. Wilson Ward 2	724-8058	Jan. 2, 1981
Hon. Polly Shackleton Ward 3	724-8056	Jan. 2, 1983
Hon. Charlene Drew Jarvis Ward 4		Jan. 2, 1983
Hon. William R. Spaulding Ward 5	724-8066	Jan. 2, 1981
Hon. Willie J. Hardy Ward 7	724-8066	Jan. 2, 1981
Hon. Wilhelmina Rolark	724-8062	Jan. 2, 1981
Hon. Jerry A. Moore, Jr. At Large	724-8074	Jan. 2, 1981
Hon. Hilda H. M. Mason At Large	724-8072	Jan. 2, 1983
Hon. Betty Anne Kane At Large	724-8975	Jan. 2, 1981
Hon. John Ray At Large	724-8013	Jan. 2, 1983

District of Columbia Council
Address: District Building
14th & E Streets, N. W.
Washington, D. C. 20004

APPENDIX G

DISTRIBUTION OF LOCAL SCHOOL POSITIONS
CRITERIA, STANDARDS AND APPLICATION
SEPTEMBER 1979

I. Local School Management

A. Principals

Criterion: Workload related to number of students, number of staff, variety of programs

Criterion Factor: One per administrative unit

1. Elementary

Application: One per administrative unit (except where past enrollments had established dual administrative units)

2. Junior High Schools

Application: One per administrative unit

3. Senior High Schools

Application: One per administrative unit

4. Special Education Schools

Application:

Over 200: one position
Under 200: one-half position or assistant principal

5. Adult Education Centers - Career Development Centers

Application:

Over 250: one position
Under 250: one-half position or assistant principal

B. Assistant Principals

Criterion: Workload related to number of students, number of staff, variety of programs

Criterion Factor: Estimated enrollment as of March (Third Week)

1. Elementary

Application:

Schools (including administrative units) between 550 and 900 students: one position

Schools exceeding 900 students: two positions

2. Junior High Schools

Application:

Under 300	one position
300 - 900	two positions
900 - 1,500	three positions

3. Senior High Schools

Application:

Up to 1,200	two positions
1,200 - 2,000	three positions
2,000 - 3,000	four positions

4. Community Schools: Evening Schools

Application:

Programs with enrollments over 500	1 position
Programs with enrollments below 500	.5 position
Schools with 15 or more individual on-going programs	1 position

C. Administrative Aide

Criterion: Administrative unit

Criterion Factor: Each administrative unit

1. Elementary

Application: One per unit

2. Junior High Schools

Application: One per unit

3. Senior High Schools

Application: One per unit

D. GS-4 Clerks

Criterion: Workload related to number of students - size of staff

Criterion Factor: Estimated enrollment as of March (Third Week)

1. Elementary

Application:

600 - 1,000	1 position
1,000 - above	2 positions

2. Junior High Schools

Application: 1 position for each school

900 - 1,800	2 positions
1,800 - above	3 positions

3. Senior High Schools

Application: 1 position for each school

900 - 1,800	2 positions
1,800 - above	3 positions

E. Guidance Clerks - GS-4

Criterion: All junior and senior high schools

Criterion Factor: One per administrative unit

Application: One per administrative unit

II. Local School Instructional and Support Staff

A. Elementary

1. Pre-kindergarten

a. Criterion: Classes organized for all-day programs
b. Criterion Factor: Enrollment as of September (Third Week)
c. Application: 20:1 (with an aide)

2. Kindergarten

a. Criterion: Classes organized for all-day programs
b. Criterion Factor: Enrollment as of September (Third Week)
c. Application: 25:1

3. Grades 1 - 6

a. Criterion: Enrollments
b. Criterion Factor: Enrollment as of September (Third Week)
c. Application: 26:1

4. Subject Area Teachers

a. Reading, Laguage Arts (80 positions)

(1) Criterion: Distributed equitably by enrollment to all schools in support of Competency-Based Curriculum

(2) Criterion Factor: Projected enrollments as of March (First Week)

(3) Application: 592:1 (Grades 1-6)

b. Mathematics, Science (80 positions)

(1) Criterion: Distributed equitably by enrollment to all schools in support of Competency-Based Curriculum

(2) Criterion Factor: Projected enrollment as of March (First Week)

(3) Application: 592:1 (Grades 1-6)

c. Physical Education (100 positions)

(1) Criterion: Distributed equitably by enrollment to all schools in suppport of systemwide goals for programs in health and physical education for all students

(2) Criterion Factor: Projected enrollments as of March (First Week)

(3) Application 474:1 (Grades 1-6)

d. Art, Foreign Languages, Instrumental Music, Vocal Music

(1) Criterion: Local school options based on enrollment

(2) Criterion Factors: Projected enrollment as of March (First Week)

(3) Application: 170 positions distributed by enrollment to determine days of service 279:1 (Grades 1-6)

5. Resource Teachers

a. Criterion: Distributed to all schools in support of Competency-Based Curriculum
b. Criterion Factor: Estimated enrollment as of March (Third Week)
c. Application

Under 300		5 position
300 - 600	-	1 position
600 - 900	-	2 positions
900 - 1200	-	3 positions

B. Junior High Schools

1. Academic - Shop

a. Criterion: Enrollments
b. Criterion Factor: Enrollment as of September (Third Week)
c. Application: 26:1 academic
20:1 shop

2. Transition Teachers

a. Criterion: Distributed to all schools in support of Competency-Based Curriculum

b. Criterion Factor: Estimated enrollment as of March (Third Week)

c. Application:

200	-	600	-	1 position
600	-	1000	-	2 positions
1000	-	1400	-	3 positions

C. Senior High Schools

1. Criterion: Enrollments

2. Criterion Factor: Enrollment as of September (Third Week)

3. Application: 27:1 academic
20:1 shop

D. Counselors

Criterion: Workload related to number of students/ programs

Criterion Factor: Estimated enrollment as of March (Third Week)

1. Elementary

Application:

Under 300	.5 position
300 - 850	1 position
850 - 1500	2 positions

2. Junior High Schools

Application:

All schools receive	2 positions
500 - 900	3 positions
900 - 1700	4 positions

3. Senior High Schools

Application:

All schools receive	2 positions
500 - 900	3 positions
900 - 1300	4 positions
1300 - 1800	5 positions
1800 - above	6 positions

E. Librarians

Criterion: Workload related to number of students/ programs

Criterion Factor: Estimated enrollment as of March (Third Week)

1. Elementary

   Application: Administrative Unit - 1 position

2. Junior High Schools

   Application: Administrative Unit - 1 position

3. Senior High Schools

   Application: Administrative Unit - 2 positions

APPENDIX H

SAMPLE (PBSA) ALLOTMENT AND DISTRIBUTION FORM

FORM PSBA 20

ALLOTMENT AND DISTRIBUTION FORM

ALLOTMENT _____ FY _____ FOR PERIOD From _____ to _____ REGULAR BUDGET ENROLLMENT _____ DATE _____

SCHOOL OR OFFICE _____ ALLOTMENT NUMBER _____

	(26-23) INSTRUCTIONAL SUPPLIES	(32-67) TEXTBOOKS PAPER BACKS	(32-66) LIBRARY BOOKS	(26-23) SUBSCRIPTIONS MAGAZINES & PERIODICALS	(32-71) REPLACEMENT EQUIPMENT	(26-62) DIRECT PURCHASES (see note 1.)	(26-11) CUSTODIAL SUPPLIES	( )	( )	( )	( )	( )	TOTAL
A.	$	$	$	$	$	$	$	$	$	$	$	$	$
B.	$	$	$	$	$	$	$	$	$	$	$	$	$

SUBJECT AREA	INSTRUCTIONAL SUPPLIES	TEXTBOOKS PAPER BACKS	LIBRARY BOOKS	MAGAZINES PERIODICAL	REPLACEMENT EQUIPMENT	DIRECT PURCHASES	CUSTODIAL SUPPLIES			
ART										
GENERAL CLASSROOM										
BUSINESS EDUCATION										
HEALTH AND SAFETY										
HOME ECONOMICS										
LIBRARY										
MUSIC										
GENERAL SCIENCE										
PHYSICAL EDUCATION										
READING										
SPEECH AND HEARING										
SOCIAL STUDIES										
FOREIGN LANGUAGE										
IND. ART AND VOC. ED (LIST EACH TYPE SEPARATELY)										
RESERVED										
(DIRECT PURCHASE CATEGORIES)										
SHEET MUSIC - RECORDS										
BIOLOGICAL SPECIMENS										
FLAMMABLE SOLUTIONS										
FILM - WAX PAPER - FOIL - ETC										
TOTALS										

1. Amounts specified under *Direct Purchases (26-62)* must be expended in accordance with instructions on Page 3 of *Business Administration Manual*, for items listed under *Direct Purchases Categories* and used for *DEMONSTRATION or EDUCATIONAL PURPOSES* only. Amounts shown under *Direct Purchases (26-62)* must be subtracted from amount allocated for *Instructional Supplies (26-23)*

2. Line "B" will be completed by each school showing adjustments of totals in each categories. This line should be used to show adjusted amounts when transfers are made from one category to another. No transfer is allowed from *Custodial Supply Account*.

3. Transfers made after this initial submission must be reprogrammed and have approval of *Assistant Superintendent*. Use *Form PSBA 21* for all reprogramming after original submission.

_____
SIGNATURE OF PRINCIPAL

APPENDIX I

SCHOOL EVALUATION

The following Appendix provides a checklist for evaluating local schools. This Appendix appears in Working With Your School, a handbook of the Texas Advisory Committee to the United States Commission on Civil Rights (February 1977).

Evaluation Checklist

The primary function of any school is to help prepare its students for life in a society made up of many different cultural, racial, and ethnic groups. In this respect, the school plays an important role in shaping the culture, values, and outlook of its students by presenting favorably or unfavorably certain ideas, lifestyles, and customs. The content of many courses and the persons portrayed in them indicate to students models and ideals to which they should aspire. What this means is that no school can be neutral or impartial. It must necessarily reflect value judgments that significantly affect a student's perception of himself or herself, and of society in general.

This evaluation checklist is based on this idea. It has been prepared to help you in evaluating a particular school. Each of the sections in the checklist is designed to focus in on specific issues by directing you to suggested key questions that should be asked when evaluating a school.

Because of the complexity of the issues involved and the fact that no two schools are alike, this checklist can never be complete. Although every effort has been made to make this list of questions as comprehensive as possible, there may be instances where you will have to add to it in order to make it more relevant to your needs.

General Instructions

Members of the committee involved in this evaluation effort should first consider the section on "Evaluating Schools: Basic Assumptions" in chapter 4, which provides the basis or point of reference for this kind of undertaking.

Second, the committee should carefully review the evaluation process model in chapter 4. The value of this model is that it indicates the steps that the committee needs to consider in developing an evaluation strategy.

Third, the committee as a whole should read the entire handbook before undertaking the evaluation. This will provide members of the committee with a broader outlook on the kinds of issues to consider in evaluating schools.

Modifications can be made in the checklist and evaluation items if such changes will make them more consistent with the characteristics of the school and its community.

The major points of this evaluation are: (1) the school and its relationship to all people living in a certain community or neighborhood; (2) the school's general philosophy and objectives; (3) the school's educational program; and (4) the involvement of parents in school operations. Therefore, section I of this checklist, "Basic Commitments," and section II, "The School and Its Community," should be kept in mind throughout the evaluation process.

The evaluation committee should ask three basic questions: "How well does this school perform with respect to a particular program or operation?" "How does it perform in comparison to programs and operations in other schools?" "Is the school responsive to the needs of its students and their parents?"

The committee should realize that it is attempting to appraise the total school environment. Generally speaking, this involves the evaluation of goals, curriculums, attitudes, parental involvement, etc., and their impact on the student, the parent, and the community at large. Therefore, it is crucial that members of the evaluation committee undertake this effort in a serious manner. They should observe, visit, and inquire for the purpose of getting as complete a view of the work of the school as possible.

Guidelines for Determining Ethnic and Racial Groupings

Wherever ethnic and racial data are required, it is suggested that you seek the information either from school records or through visual means. For the purpose of this checklist, you can use the following classifications:

1. *Spanish-surnamed American:* Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or Spanish-speaking origin.

This group is often referred to as Mexican American, Chicano, or Spanish American, local usage varies greatly. For the purpose of this checklist, the terms "Mexican American" and "Spanish-surnamed American" are used interchangeably. (The term Mexican American refers to persons whose parents or ancestors immigrated to the United States from Mexico. The term Chicano is used interchangeably with the term Mexican American. In recent years, Chicano has gained greatest acceptance among younger Mexican Americans. The term Spanish surname or surnamed is used to refer to all persons of Spanish surname in the United States, except when such persons are referred to specifically by national origin; i.e., Mexican American, Puerto Rican, Cuban, and others.)

2. *Black:* Persons considered in school or community to be of Negroid or black African origin.

3. *Native American:* Persons considered in school or community to be American Indians or of a particular Indian tribe.

4. *Asian American:* Persons considered in school or community to be of Asian origin.

5. *Anglo:* White persons not usually considered in school or community to be members of any of the above ethnic or racial categories. This term is widely used throughout the Southwest.

Working Definitions of Racial, Ethnic, and Cultural Groups

"Racial minority groups" as used here refer to those population groups who characterize themselves as black, Asian American, Native American, and so forth.

"Ethnic groups" consist of people having a common national origin and who clearly and specifically define or identify themselves with that group.

"Cultural groups" consist of clearly identified population groups in which race and/or ethnicity may not be a major factor. Appalachian whites would be an example here.

Evaluation Procedures

The checklist is designed to provide you with a comprehensive instrument for evaluating the target school. It is important that the committee touch upon all phases of the school's operation, no matter how seemingly remote from the task at hand. An intensive study of the community and the school's enrollment area should be made to provide a framework of expectations. The extension of the school into the community and of the community into the school should be considered.

Students, parents, and community or neighborhood representatives should be involved directly in the evaluation process. The use of subcommittees is necessary in order to cover all aspects of the school. Each of the subcommittees will be responsible for one of the general areas in the checklist.

Remember that the evaluation has a twofold objective: (1) evaluate what is presently happening in the school; and, (2) stimulate improvement in those areas found to be deficient. Careful judgment is absolutely essential if these objectives are to be carried out.

Information Resources

You can draw on, basically, four kinds of general information sources: public agencies, the census, private sources, and survey results. A brief description of each follows:

Public Agencies

Information collected by Federal, State, and local agencies usually has the advantage of being detailed and frequently updated. These agencies are good sources of information in the areas of education, population characteristics, economic conditions, and public service systems. They also can provide information in areas relating to employment, health, and housing.

The Census

Census information is very useful for describing conditions in a particular neighborhood or larger geographical area. However, it is usually collected only every 10 years. Information in the various census reports can be used for identifying long-term changes in a community. This information is valuable for small geographical areas such as census and block tracts and zip code areas. Additionally, the Bureau of the Census does surveys of business, government, housing, manufacturers, and industries on a periodic basis. These, along with several less comprehensive population studies (such as the Current Population Survey) can provide you with valuable information to describe conditions in your community.

Private Sources

A number of private sources can help you in collecting and analyzing data, interpreting census data, and conducting surveys of the community. These private sources include consultants, community organizations, and local colleges and universities.

Surveys

In the absence of information reflecting community and school conditions, special surveys can sometimes be used to fill the need for specific kinds of data. Surveys can be particularly valuable for collecting information about specific neighborhoods and specific groups of people. These surveys may be designed by the evaluation committee or by consultants. Carrying out a survey, however, usually requires considerable staff and some technical expertise. As a result, the cost may be high.

General Information Resources

The following briefly outlines the kinds of information and resources you can use in evaluating schools. The next section outlines specific information sources by categories.

Population Characteristics: This information would include, but not be limited to, the following:

1. Population distribution.
2. Fertility rate.
3. School enrollment by age, sex, and race.
4. Educational attainment by race and sex.
5. Labor force characteristics by race and sex.
6. Occupation of employed persons by race and sex.
7. Mobility, commuting, and veteran status by race.
8. Education, fertility, and family composition by race.
9. Income characteristics.
10. Poverty status of families and persons by race.

The primary sources of data about population characteristics are:

1. U.S. Bureau of the Census, population census reports.

Volume I—Characteristics of the Population

Series PC(1)-A—Number of Inhabitants

Series PC(1)-B—General Population Characteristics

Series PC(1)-C—General Social and Economic Characteristics

Series PC(1)-D—Detailed Characteristics

Volume II—Subject Reports

Each report in this series concentrates on a particular subject such as national origin and race, fertility, families, marital status, migration, education, unemployment, occupation, industry, and income. These reports are designated as Series PC(2).

2. County reports developed by business research bureaus in the major State universities.
3. Annual school census prepared by the State department of education.
4. Periodic population analysis by local units of governments as part of their planning programs.

Economic Activity: Information about the nature, distribution, and extent of economic activity in a particular community would include the following:

1. Employment and unemployment by race and sex.
2. Employment by industry group.
3. Retail and wholesale trade in the community.
4. Income and earnings by race.
5. Poverty conditions.

The primary sources of information about economic characteristics are:

1. Data developed by the U.S. Department of Commerce and included in the: Enumerations of Manufacturing, Business, Transportation, Agriculture, and Government. These reports are prepared by the U.S. Bureau of the Census.
2. State employment commission. Every State has an employment agency or commission. These agencies can provide information on employment, occupational needs, and earnings for a city, county, or statewide.
3. Other data sources include local colleges and universities, chambers of commerce, and local governmental agencies.

Health Characteristics: This information would include, but not be limited to, the following:

1. The number of health facilities in a particular area.
2. Morbidity and mortality by age, race, and sex.
3. Incidence of communicable diseases.
4. Persons served by local hospitals.
5. Number of medical professionals.

The primary sources of data about health characteristics are:

1. U.S. Department of Health, Education, and Welfare, Public Health Service.
2. State department of health.
3. State department of public welfare.

4. Local county health department.
5. Other data sources include local colleges and universities, hospitals, medical schools, and local governmental agencies.

Housing Characteristics: This information would include, but not be limited to, the following.

1. Condition of housing units.
2. Number of rooms in a housing unit.
3. Year housing units constructed.
4. Occupancy and plumbing characteristics.
5. Utilization characteristics of housing units by race.
6. Structural, plumbing equipment, and financial characteristics of housing units by race.
7. Degree of overcrowding.

The primary sources of information regarding housing characteristics are:

1. U.S. Bureau of the Census. Housing Census Reports.

Volume I—Housing Characteristics for States, Cities, and Counties.

Series HC(1)-A—General Housing Characteristics

Series HC(1)-B—Detailed Housing Characteristics

Volume II—Metropolitan Housing Characteristics

Volume III—Block Statistics

Volume IV—Components of Inventory Change

Volume V—Residential Finance

Volume VI—Estimates of Substandard Housing

Volume VII—Subject Reports

2. U.S. Department of Housing and Urban Development (HUD), Federal Housing Administration. This department can provide metropolitan housing market analysis, data on FHA-insured mortgages, and periodic occupancy surveys.
3. County assessor offices can usually provide information on residential property values and limited information regarding residential property characteristics.
4. Local planning and urban renewal agencies can also provide information on housing conditions, supply, neighborhood patterns, public works, streets and sidewalks, and community facilities.

Educational Characteristics: This information would include, but not be limited to, the following:

1. Student family information by age, race, and sex.
2. Personnel information by race, qualifications, and salaries.
3. Student enrollment by age, race, and sex.
4. Student performance records, grades, and test scores.
5. School facilities.
6. College entry test participation.
7. School attendance by grade, race, and sex.
8. High school graduates by age, race, and sex.
9. Number of students with college plans.
10. Bilingual education enrollment.
11. Expenditure of special funds (Federal).

The primary sources of information about educational characteristics are:

1. Local school district.
2. State education agency.
3. Teacher associations.
4. U.S. Bureau of the Census population census reports.
5. U.S. Department of Health, Education, and Welfare, Office for Civil Rights.
6. Other data sources include local colleges and universities, local governmental agencies, and special interest research organizations.

Specific Information Sources

Those public and private agencies that should prove to be valuable sources of information appropriate for evaluating schools are listed on the pages that follow. Some of the information available from these agencies appears below most agency names.

Economic Base

Chamber of commerce

Banks

State employment commission

State industrial commission

- County bank deposits
- New manufacturing and expansion
- Retail sales
- Wholesale trade
- Value added by manufacturing
- Effective buying income

Local planning agency

Council of governments

Local colleges and universities

Education

Local school district

- Student family information
- Student performance records

- Personnel information
- School facilities
- College entry test participation

State education agency

- School attendance by grade and race
- New pupils entering school
- High school graduates by age and race
- Participation in national school lunch program
- Bilingual education information
- School plant data
- Language characteristics of student body
- Performance records
- Dropout and withdrawal rates
- Number of noncertified personnel
- Professional personnel qualifications
- Vocational education, by type of participation
- ESEA program participation
- Revenues by sources, amounts
- Expenditures, by type and amount
- Bonded debt
- Expenditure of special funds

U.S. Department of Health, Education, and Welfare (HEW), Office for Civil Rights

Employment

Chamber of commerce

State employment commission

U.S. Equal Employment Opportunity Commission

- Minority employment
- Employment discrimination

Bureau of Labor Statistics, U.S. Department of Labor

- Monthly employment and earnings
- Monthly labor turnover rate
- Occupational earnings

Health

Local health department

- Vital statistics
- Incidence of communicable diseases

Publicly-supported hospitals

- Caseloads by diagnosis
- Community health surveys

Mental health department

State department of health

- Vital statistics by community

State department of welfare

- Amount of governmental health assistance

Area council of governments

- Hospital construction, expenditures
- Health training
- Number of facilities by type, number of employees
- Persons serviced by hospitals
- Number of medical personnel

Housing

City department (planning, building inspector, code enforcement, and urban renewal)

Housing conditions by census tract and census block
Building code violations
Value of improvements
Number of dwelling units
Dwelling unit area
Vacant housing
Commercial structures
Rental housing
Occupancy characteristics

Housing agencies—urban renewal and public housing, county tax assessor

Area council of governments

U.S. Department of Housing and Urban Development

Community and Neighborhood Characteristics

City planning department

- Land use
- Zoning
- Land value
- Building codes
- Improvement values
- Population characteristics
- Park space, location
- City maps

City police department

- Crime rates, by type crime
- Criminal activity by location
- Accidents, by type and location

City fire department

- Fires, by type, location, and size of loss
- Claims for insurance
- Inspection results

City finance department

- Tax revenues
- Expenditures
- Audits
- Operating budget
- Bonds outstanding
- Tax collections
- Size of the tax base
- Water, sewer, utility fee collections

- Capital improvements budget
- Value of capital assets
- Ratio, Federal-city operating funds
- Revenue sharing
- Capital expenditures

County Clerk

- Registrar of voters
- Percent registered voters

City Streets Department

- Street conditions
- Sidewalk conditions

City Transit Authority

- Public transportation by type, miles, frequency, location of routes, cost and use of such transportation.

Remember, to deal with the school and to carry through the evaluation process, you must first gather your information, plan your strategy, gather together your resources, and strive to eliminate, or at least modify, the problems you find.

Choosing the appropriate information is extremely important and will require some forethought and effort. It is very important that you establish those areas you want to get information on. Obviously, some forms of information are more appropriate than others. Also, the geographical base on which data are collected or the units in which the data are collected will vary. Careful planning of the data collection effort will minimize any problems you may have with different units.

A word of caution is necessary with regard to collecting data or information. It is extremely easy to get bogged down in collecting and analyzing information. Thus, you must not spend all your time collecting data. Establish categories for data collection purposes and then develop a plan to gather it.

Summary

The questions included in the checklist are designed to guide you in evaluating the school. If the questions do not permit accurate descriptions, they should be changed or dropped. Furthermore, if the checklist does not deal with certain phases of the school program that the members of the evaluation committee think are important, they should add or incorporate these features in the appropriate places.

For the purpose of evaluation, the checklist itself has been divided into six sections. These are:

I. Basic Commitments
II. The School and Its Community
III. The School and Its Characteristics
IV. The School and Its Educational Program
V. The Involvement of Parents in School Affairs
VI. The Evaluation Summary

Each section incorporates a general overview explaining what should be looked for in seeking information on a particular area of concern. Also, in each section are key questions. These questions are designed to help you focus on a specific issue or problem. Remember, these questions can be modified, dropped, or substituted as the need arises.

Checklist

I. BASIC COMMITMENTS

Overview

Every school should have a carefully formulated statement outlining its philosophy, objectives, and educational commitments. A school without such a statement would be as lost as an organization or society without rules and bylaws. The philosophy and objectives of the school and the characteristics and needs of the students together provide the foundation for the school's educational program. The basic commitments made by the school in terms of its philosophy express, in large part, the staff's convictions on such essential points as the scope of the school's responsibility for the education of youth, the nature of the educational process, the content and methods of instruction, types of student activities, and desired outcomes. Simply stated, this philosophy gives direction to the objectives and affects every policy and every activity of the school.

Each school should be free to develop its own educational philosophy. In evaluating the basic commitments, every effort should be made to determine whether the school is indeed meeting its commitments. Hence, a copy of the school's general philosophy and objectives should be carefully reviewed by the evaluation committee. 3Key Questions

1. Does the school have a statement outlining its philosophy and objectives?
2. If the school does not have such a statement, what reason is given?
3. If the school does have a statement, who formulated it?

4. How did the staff participate in discussion and development of the statement?
5. Did the school seek to involve parents in the formulation of its philosophy and objectives?
6. Over what period of time has the staff been working on the discussion and statement of this philosophy?
7. Does the school use the statement as a means for gauging the success of its educational program?
8. What sources or materials were used in developing the statement of philosophy and objectives?
9. To what extent does the school's statement provide the basis for its educational programs?
10. To what extent have specific educational objectives been developed to give direction to the school's educational program?
11. To what extent has the school made specific educational commitments?
12. To what extent has the school attempted to reach out into the community in developing its philosophy and objectives?

II. THE SCHOOL AND ITS COMMUNITY

Overview

The school exists mainly to meet the needs of youth living in a particular community or neighborhood. However, the types of people, their vocations and interests, their abilities, their racial and ethnic patterns, their hopes and dreams differ from one community to another. With respect to the evaluation, it is important that the distinctive characteristics and needs of the school community be known. In essence, both are interrelated. Therefore, the school should adapt its basic commitments and philosophy to the needs of its own community and to the larger community of which it is a part.

Descriptive Information on the Community

1. What is the total number of persons living in the school district?
2. What is the racial and ethnic composition of the district population?
   a. Total population of district?
   b. Number of Mexican Americans living in the district?
   c. Number of blacks living in the district?
   d. Number of Anglos living in the district?
   e. Number of Asian Americans living in the district?
   f. Number of American Indians living in the district?
3. What is the income distribution of the district's population by race and ethnic group?
4. What is the median income of the district's population? What is the median income of the total city? The State?
5. What is the general character of employment and unemployment of adults in this community? (Note: Census reports and data from the local employment office should provide you with the necessary data to complete this question.)
6. What is the extent of the formal education of parents and other adults in the community? (Note: Recent census reports will provide you with the necessary information to complete this question.)
7. What is the general layout of the community, its housing patterns, the neighborhood facilities? (Note: Recent census reports will provide you with the necessary information to complete this question.)
8. What organizations or community resources (other than schools) have a role in providing educational experiences for young people? (Note: This listing could include libraries, museums, colleges and universities, youth centers, and organizations such as the Boy Scouts and Girl Scouts, churches.)
9. Briefly describe the following:
   a. What are the population trends within the community?
   b. Are people moving in or out of the neighborhood? Why?
   c. What are the various cultural, racial, and ethnic organizations within the community?
   d. What kind of political structure serves the community?
      (1) What type of city government do you have?
      (2) Are the major cultural or racial or ethnic groups in the community represented in the city government and on the school board?
      (3) Do minority groups have any influence on the various political decisionmaking bodies in the community such as the city council and the school board?
   e. How many families on welfare are living in the community?

Key Questions

1. Do the school and the community engage in frequent communication with each other?

2. Do the school and the community mutually participate as contributing decisionmakers in developing educational policy?
3. Does the school seek help from all citizens and from organizations and other resources available in the community?
4. Do the school and community mutually share a concern for the correction of those conditions that deny equal opportunity to any student?
5. Is the community as a whole supportive of the educational efforts of the school?
6. How much cooperation and working together is there between the school and the parents?
7. To what extent does the community understand what the school is trying to do?
8. Does the community have a good feeling toward the school?
9. Does the community have a history of racial and cultural tension?
10. To what extent do minority groups participate in school affairs?
11. To what extent do minorities have any influence on the school board and other educational decisionmaking bodies?
12. To what degree does the school's basic commitment reflect the needs and social and economic characteristics of its students and the total community it serves?

III. THE SCHOOL AND ITS CHARACTERISTICS

Overview

The school is society's major means for transferring knowledge, ideas, and values to its youth. However, like communities, schools differ considerably from one another. How schools are governed and organized, how they are staffed, the kinds of educational programs they provide, their goals and objectives, and their student composition vary from one extreme to the other. Yet, while there is a wide difference between schools, there are some things in common as well. It is important to remember that the philosophy, objectives, and educational commitments of all schools are dependent, in large measure, on the people who use and support them. Therefore, it is essential that you know and understand who is running the school you are evaluating and how it is governed and organized. This is the task of this section.

Descriptive Information on the Operation and Management of the School

1. The School District

a. What is the overall organization of the school district? (Secure a chart describing the organization of the district and describe each component as to staffing and functions.)

b. What is the ethnic and racial and sex composition of the professional staff at the district level?

c. What are the five highest positions held by minorities and by women at the district office level?

d. What efforts are made in recruiting minorities and women for jobs at the district office level?

e. Does the present composition of the school district staff reflect the racial, ethnic, social, and economic makeup of the total community?

f. District policies and procedures:

(1) Does the district have a written policy concerning educational goals, objectives, and/or priorities?

(2) Does the district have a written policy concerning equal employment opportunities for minorities and women, affirmative action, and equal educational opportunity?

(3) Does the district have a written policy concerning the rights of students and parents?

(4) What policies relative to equal educational opportunities for all students enrolled in the district have been adopted by the district?

(5) What policies relative to students' and parents' rights have been adopted by the district?

(6) What grievance procedures are in effect at the district level to handle complaints from staff, parents, and students alleging discrimination or infringement of their civil rights?

g. What is the district's position on the following:

(1) Student rights.
(2) Parents' rights to obtain information.
(3) Corporal punishment.
(4) Access to records.
(5) Ability grouping.
(6) Bilingual education.
(7) Compensatory education.
(8) Equal education opportunity.

h. What efforts are being made by the school district to encourage the involvement of parents in school programs?

i. Does the district have a community relations program? If so, what is its impact on the community, especially the minority community?

2. The School Board

At the local level, the school board serves as the major body for developing educational policies. Composed of private citizens from all walks of life, the board has a tremendous effect on local school operations. This section seeks to provide information on this aspect of the school's operation.

a. How many members are on the school board?

b. What is the length of their term?

c. How are school board members selected?

d. What are the official qualifications for board members? The unofficial requirements?

e. What is the composition of the present board in relation to:

(1) Racial-ethnic balance?

(2) Sex?

(3) Level of education?

(4) Professions and occupations?

f. Does the present composition of the school board reflect the racial-ethnic, social, and economic makeup of the total community?

g. School board policies and procedures:

(1) Does the school board have a written policy concerning educational goals, objectives, and priorities?

(2) Does the school board have a policy concerning equal employment opportunities for minorities and women, affirmative action, and equal educational opportunity?

(3) What policies relative to equal educational opportunities for all students have been adopted by the school board?

(4) What policies relative to student and parent rights with respect to the school have been adopted by the board?

h. What is the school board's position on the following:

(1) Student rights.

(2) The right of parents to obtain information from school records.

(3) Corporal punishment.

(4) Access to school records.

(5) Ability grouping.

(6) Bilingual education.

(7) Compensatory education.

(8) Equal educational opportunity.

i. What efforts are being made by the school board to encourage the involvement of parents in school programs?

j. What is the degree of parental involvement in school board meetings?

k. Are members of the school board responsible to the needs of the total community, the parents, and the students?

3. The School

As indicated earlier, the school is society's major means for transferring knowledge, ideas, and values to its youth. How your school is accomplishing this task is one important aspect of this evaluation. Another important element is the degree of responsiveness it exercises toward its students, their parents, and the total community. This section seeks to provide information on this aspect.

a. What is the total number of students attending the school?

b. What is the racial-ethnic composition of the student population at the school?

(1) Total student population?

(2) Number of Mexican American students attending the school?

(3) Number of black students attending the school?

(4) Number of Anglo students attending the school?

(5) Number of Asian Americans attending the school?

(6) Number of American Indians attending the school?

c. What is the average daily attendance for this school?

d. What is the enrollment area for the school?

e. What are the policies for assigning students to this school?

f. What percentage of all the students in this school come from families with a total annual income of: (estimate)

(1) Below $3,000

(2) Over $10,000

g. What is the dropout-withdrawal rate among students in this school?

h. What is the dropout-withdrawal rate among:

(1) Mexican American students?

(2) Black students?

(3) Anglo students?

(4) Asian American students?

(5) American Indian students?

i. What provisions does the school make for gathering this information regularly?

j. What factors within the school or community contribute to the high dropout-withdrawal rate among minority children?

k. What is being done to improve the situation relative to withdrawals and dropouts?

l. For each ethnic group, what are the most common reasons for suspensions and expulsions?

m. What factors within the school or community could be the cause for any excessive rate of suspensions among students?

n. What is the total number of staff persons employed by the school?

o. What is the racial, ethnic, and sex composition of the staff?

p. How many people are employed part time in this school?

q. What is the principal's annual salary?

r. For how many years has the present principal been principal of this school?

s. What *number* of the full-time professional instructional staff (teachers) in this school earn the following salaries? (Do not include extra pay assignments.)

(1) Less than $4,000 for school year.
(2) $4,000 to $5,999 for school year.
(3) $6,000 to $7,999 for school year.
(4) $8,000 to $9,999 for school year.
(5) $10,000 to $11,999 for school year.
(6) $12,000 and above for school year.

t. What are the five highest positions held by minorities and by women at the school?

u. What efforts are made in recruiting minorities and women for jobs at the school?

v. Does the present composition of the school staff reflect the racial-ethnic, social, and economic makeup of the total community?

w. School policies and procedures:

(1) Does the school have a written policy concerning equal employment opportunities for minorities and women and an affirmative action plan?

(2) Does the school have a written policy concerning the rights of students and parents?

(3) What grievance procedures are in effect at the school level to handle complaints from staff, parents, or students alleging discrimination or infringement of their civil rights?

(4) What procedures are followed in student disciplinary and expulsion hearings at the school?

x. Describe the principal's position on the following:

(1) Student rights.
(2) The right of parents to obtain information.
(3) Corporal punishment.
(4) Parents' access to records.
(5) Ability grouping.
(6) Bilingual education.
(7) Compensatory education.
(8) Equal educational opportunity.

y. What efforts are being made by the school administration to encourage the involvement of parents in school programs?

z. Does the school have a community relations program? If so, what is its impact on the community, especially the minority community?

Key Questions

1. The School District

a. Is the school district administration providing active and progressive leadership toward equal educational opportunity and multicultural education?

b. Are school officials at the district level meeting with and involving representatives of local organizations and community groups interested in education?

c. Are school officials at the district level making positive efforts to balance the teachers employed by race, ethnic origin, and sex?

d. Does the school district provide inservice human relations training for its staff?

e. Does the school district have any procedures or guidelines regarding the release of information on school operations, disciplinary hearings, or reports on students to parents?

f. Does the school district have any provisions regarding the involvement of parents in the development of district policies?

g. Are school officials doing the necessary program planning to provide each student with a maximum educational opportunity?

2. The School Board

a. Does the school board provide active and progressive leadership toward equal educational opportunity and multicultural education?

b. Are positive steps taken by the school board to keep the community informed of major board decisions, plans, and progress?

c. Does the school board recognize the need to establish a clear policy on student rights and the rights of parents to seek information from the schools in the district?

d. Has the local school board taken positive steps to encourage the involvement of parents, especially minority parents, in local school operations?

e. Does the local school board attempt to hear all sides of an issue at its meetings?

f. Is the local school board responsive to the needs of the total community?

g. Are board meetings run in a democratic way? With clearly defined procedures and rules?

3. The School

a. Are school officials providing active and progressive leadership toward equal educational opportunity and multicultural education?

b. Are school officials meeting with and involving local parent groups and other local civic organizations interested in education?

c. Are positive efforts being made by the school to keep parents and students informed of major school decisions and plans?

d. Does the school provide any inservice, human relations training for its staff?

e. Does the school have any procedures or guidelines regarding the release of information on school operations, disciplinary hearings, or reports on students to parents?

f. Does the school attempt to involve parents in the development of school rules and policies?

g. Are efforts being made by the school to take full advantage of all available technical assistance from local, State, and national resources?

h. Has the school experienced any racial-cultural tension during the last 12 months?

i. Are school officials and teachers able to identify problems that block or hinder open and honest communications between themselves, students, and parents?

j. Have school officials and teachers taken the lead in eliminating prejudices, stereotypes, and misunderstandings among students?

Related Questions—The School District

a. To what extent has the superintendent provided the necessary leadership to start new educational programs?

b. To what extent does the superintendent make professional staff appointments that reflect the racial-ethnic, social, and economic composition of the district?

c. To what extent does the superintendent endorse equal educational opportunity?

d. To what extent does the superintendent promote equal educational opportunity?

e. To what extent does the superintendent work with local parent groups and civic organizations in developing school policies and programs?

f. To what extent has the superintendent supported inservice, human relations training programs for school staff?

g. How successfully has the school district involved parents in school policy and program development?

h. To what extent does the school district support student rights?

i. To what extent does the school district support the idea of keeping the community informed of major policy decisions, plans, and progress?

Related Questions—School Board

a. To what extent is the school board committed to equal educational opportunity?

b. To what degree has the school board kept the community aware of major board decisions, plans, and progress?

c. How effective has the school board been in providing the necessary leadership to start new programs such as bilingual-bicultural education?

d. To what extent has the school board responded to the needs of students and parents in the district?

e. To what extent do parents become involved in school board meetings?

f. How effective are school board meetings in discussing policies, programs, and issues?

g. How extensive is the interaction between board members and the audience?

h. To what extent is the general community involved in the school board meetings?

i. To what extent does the school board influence the superintendent of the district?

Related Questions—The School

a. To what extent have school officials, especially the principal, provided active and progressive leadership toward equal educational opportunity?
b. To what extent does the local school administration meet with and involve parent groups and other local organizations in school planning?
c. To what extent is the school keeping the students and parents informed of major school decisions and plans?
d. To what degree are school officials able to identify problems that may block or hinder communications between themselves, students, and parents?
e. To what extent is there racial tension in the school?
f. To what extent has the school been able to reinforce intergroup relations among students?
g. To what extent do parents in the community understand what the school is trying to do?
h. To what extent are school officials sympathetic to community needs?
i. To what extent does the principal seek to have community people contribute their ideas about how the schools can be improved?
j. To what extent are the principal and other school officials willing to talk with parents on important issues?
k. To what extent is the school staff receptive to minority teachers?
l. To what degree do teachers in the school recognize the need for equal educational opportunity?
m. To what extent do teachers search for ways to open up communications between different racial-ethnic and cultural groups with the school?
n. To what extent have teachers and administrators in the school participated in workshops, seminars, institutions, etc., in human relations?
o. To what extent is the principal accessible to parents?
p. To what extent is the principal accessible to minority parents and students wishing to discuss racial, ethnic, and school issues?
q. To what extent does the principal deal directly and openly with minority groups in the community?
r. To what extent do students become involved in the development of school programs?
s. To what extent do minority students become involved in the development of school programs?
t. To what degree is the school meeting the needs of the entire community?
u. To what degree is the school meeting the needs of the minority community?

IV. THE SCHOOL, AND ITS EDUCATIONAL PROGRAM

Overview

The curriculum provides the basis for the school's educational program. To a large extent, it is centered around the specific subjects and courses that a student takes and the textbooks used in the teaching of those subjects and courses. But curriculum also extends to the procedures and rules established by the school for the purpose of effecting educational change in the behavior and development of the students. In this sense, the school's basic commitments, organization, special programs, physical facilities, extracurricular activities, counseling, and health services all play an important part in providing students with intellectual and social skills. This section examines the school's educational program and its learning environment and provides information on these aspects.

Descriptive Information on the School's Program of Studies

1. Organization

The program of studies consists of the courses of instruction available to students within a particular school. This program functions through teaching materials and learning activities. It provides for the common as well as individual, educational needs of students. This section seeks to provide information on this aspect of the school's operation.

a. What subjects are offered to students in this school?
b. Does the program of studies provide for both the total student body and individual needs of the students?
c. Does the program of studies provide courses for slow learners.
d. Does the program of studies incorporate bilingual-bicultural classes?
e. Does the program of studies include the historic, cultural, and intellectual contributions

of American Indians, blacks, Asian Americans, Spanish-speaking people, etc.?

f. Are special courses provided in ethnic studies? If so, describe the courses.

g. Are all courses readily available to students from all racial and ethnic groups?

h. Is the program of studies reviewed periodically to identify needed changes? If so, who reviews the program?

Key Questions

a. Does the program of studies emphasize the strengthening and maintenance of basic skills?

b. Are staff members aware of their responsibilities for maintaining and strengthening the basic skills?

c. Are opportunities provided to students for acquiring a knowledge of various racial, ethnic, and cultural viewpoints?

d. Are opportunities provided to students to interact with various racial, ethnic, and cultural groups within the school?

e. Are community resources used to enrich the instructional program?

f. Are parents used to enrich the instructional program by participating in school activities?

g. Is the present program of study designed to meet the needs of all students or only some of the students?

h. Does the program of study tend to exclude certain groups of students?

i. Are the particular needs of minority and economically disadvantaged students taken into account in developing the program of studies?

j. Is the quality of instruction adequate throughout the school?

k. Is the school attempting to identify problems in the program of studies and seeking their solution?

Related Questions--Program of Studies

a. In what respect is the program of studies most satisfactory and commendable?

b. In what respect is there greatest need for improving the program of studies?

c. In what respect is the program of studies directed toward the various racial, ethnic, and cultural groups in the school?

d. What studies of the educational program have been made in this school within the last 2 years?

2. Curriculum

In general, sound curriculum planning and development is based upon information about three basic elements: the student, his or her immediate community, and the needs of society in general. This information is vital if the curriculum is to help make education a means of preparing children to enter the world outside as productive and concerned citizens. This section seeks to provide information on the school's curriculum and its responsiveness to the needs of all students.

Key Questions—Curriculum

a. Who is responsible for developing the curriculum at the school?

b. Do curriculum development procedures include an analysis of student and community needs?

c. Do all staff members have an opportunity to contribute to curriculum development?

d. Is there any parental involvement in curriculum development?

e. Is there any student involvement in curriculum development?

f. Does the school use professional consultants in developing its curriculum?

g. In developing the curriculum, does the school:

(1) Conduct followup studies of students who have left school?

(2) Analyze the reasons for student failures?

(3) Study curricular materials used in other schools?

(4) Study reports dealing with curriculum research?

(5) Maintain continuous evaluation of the educational program?

(6) Conduct studies of the local community?

(7) Experiment with new materials and procedures?

h. Does the curriculum take into consideration the needs of minority students? If so, explain in what ways the curriculum supports multiethnic and multicultural education.

i. What efforts have been made within the last 2 years to make the curriculum more meaningful to the needs and requirements of Mexican American, black, American Indian, and Asian American students?

j. To what extent does the school's formal curriculum promote ethnic studies and multicultural education?

k. To what extent are minority groups involved in the development of the school's curriculum?

l. Does the school's curriculum provide genuine options for minority and economically disadvantaged students who will enter the work force upon graduation from high school?

m. Is the school developing programs and teaching materials specifically for ethnic studies?

n. Does the school library have a good collection of multicultural and multiracial materials?

o. Are textbooks carefully selected for their equitable treatment of nonwhite and ethnic minority groups, as well as sex stereotyping of ideas?

p. Are curriculum materials judged on their coverage and treatment of various racial, ethnic, and cultural group contributions, as well as on other criteria?

q. Do the various learning materials available to students contribute and support the school's efforts to enhance intergroup relations?

Related Questions—Curriculum

a. In what respect is the curriculum most satisfactory and comfortable?

b. In what respect is the curriculum deficient?

c. In what respect is the curriculum directed towards the various racial, ethnic, and cultural groups in the school?

d. What special studies dealing with the curriculum have been made in this school within the last 2 years?

e. In what respect is there greatest need for improving the curriculum, especially as it relates to the needs of minority and economically disadvantaged students?

3. Bilingual-Bicultural Education

Bilingual-bicultural education has been defined as: instruction in two languages and the use of those two languages as mediums of instruction for any part or all of the school's curriculum and including study of the history and culture associated with the student's mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures. This section seeks to provide information on the school's emphasis on bilingual-bicultural education.

Key Questions

a. Does the school endorse bilingual-bicultural education? Describe the principal's position on bilingual-bicultural education.

b. Describe the courses or subjects offered under bilingual-bicultural education.

c. How many students are enrolled in bilingual-bicultural subjects or courses?

d. How many teachers are assigned to teach bilingual-bicultural subjects and courses?

e. How many of these teachers are bilingual?

f. Is there any attempt to integrate bilingual-bicultural education into the total curriculum?

g. How many clock hours a week is a student required to take a course or subject in a bilingual-bicultural setting?

h. Does the school utilize bilingual-bicultural textbooks in the classroom?

i. Does the school:

(1) Maintain a good collection of bilingual-bicultural materials in its library?

(2) Allow easy access to bilingual-bicultural materials to all students?

(3) Carefully select textbooks in relation to its bilingual-bicultural program?

(4) Maintain bilingual-bicultural teaching materials to cover all interest levels of students?

(5) Maintain bilingual-bicultural teaching materials at varying levels of difficulty?

Related Questions—Bilingual-Bicultural Education

a. In what respect is the bilingual-bicultural aspect of the school's educational program most satisfactory and commendable?

b. In what respects is the bilingual-bicultural aspect of the school's educational program deficient?

c. What special studies dealing with bilingual-bicultural education have been made in this school within the last 2 years?

d. To what extent has the school and the community as a whole accepted the idea of bilingual-bicultural education?

e. In what respects is there greatest need for improving the bilingual-bicultural program in the school?

4. Language

Oral language is probably the most basic element of any curriculum. This is especially true in the early years of schooling when children must depend almost entirely on their ability to communicate orally. To a large extent, many schools base their curriculum and program of studies on the assumption that the child has oral skills in the English language. However, as many studies have shown, this assumption often is false. This section

provides information on this aspect of the school's ability to respond to the needs of its students.

Key Questions

a. Does this school discourage Mexican American students from speaking Spanish?

(1) On the school grounds?

(2) In the classroom (except Spanish class or Spanish club)?

b. If the answer is yes to the above, in what way does this school discourage the speaking of Spanish?

(1) Does it require staff to correct those who speak Spanish?

(2) Does it suggest that staff correct those who speak Spanish?

(3) Does it encourage other students to correct those who speak Spanish?

(4) Does it provide student monitors to correct those who speak Spanish?

(5) Does it discipline persistent speakers of Spanish?

c. Does the school currently have a written policy regarding the use of Spanish?

d. What is the teaching staff's position on the use of Spanish in the classroom or on school property?

e. What is the principal's position on the use of Spanish in the school?

5. Ability Grouping

Ability grouping may take a variety of forms. Two common types are tracking, which is the practice of assigning students to the same ability group for all academic classes, and homogeneous grouping, by which students may be placed in different ability group classes for different academic subjects.

Educators are becoming increasingly aware that tracking and grouping by ability are not the most successful way to provide quality education. First, it has been demonstrated that student testing devices do not always provide an accurate measure or indication of minority students' abilities and potentials. Second, test scores can be distorted when tests are administered by an Anglo adult to minority youngsters. Third, this procedure classifies students according to their ability to read English rather than on actual ability.

Key Questions

a. What is the school's policy with respect to grouping or tracking?

b. Does this school group or track students according to ability or achievement in class?

c. If students are grouped or tracked, are they placed in a particular group and attend all classes within this group?

d. If students are not grouped or tracked into a particular group, are they placed into different groups for different subjects depending on their ability in the subject?

e. If ability grouping is practiced in this school, is it a basic part of the educational program?

f. Are students who are placed in lower-ability groups provided with special supportive services and instruction in accordance with individual needs?

g. Are all students regardless of whether they are in lower-ability groups or in accelerated classes receiving instruction according to their needs?

h. Do minority and economically disadvantaged students tend to be placed more frequently into lower-ability groups?

i. Has the school carefully evaluated all its standard testing devices to ensure that they provide a valid indication of student ability and potential?

j. Have precautions been taken by the school to prevent possible distortion of test results especially when tests are given to minority and economically disadvantaged students?

k. Do students tend to become locked into certain ability groupings for the duration of their stay at the school?

l. Have special remedial educational programs been developed and implemented at the school to meet the particular needs of students in lower-ability groups?

m. Has ability grouping resulted in the segregation or isolation of minority and economically disadvantaged students from the total student body?

n. Are there any indications that latent prejudices or stereotyped thinking may unfairly influence the teachers' evaluation of students?

6. Placement of Students in Educable Mentally Retarded Classes

When a school determines that a student is too academically slow to benefit from the regular educational program, it may assign that student to a class for the educable mentally retarded (EMR). The two criteria used most frequently in assigning students to EMR classes are teachers' recommendations and intelligence tests.

However, teachers are seldom trained to diagnose mental retardation and, as noted previously, teachers may be biased against minority and economically disadvantaged students' ability because of their unfamiliarity with the students' language and culture. Thus, teachers may interpret poor academic performance as a lack of intelligence when it may instead be due to the school's failure to provide these students with the necessary skills for academic success. This section seeks to provide information on this issue.

Key Questions

a. What criteria are used to assign students to EMR classes in this school?

b. What precautions are taken by the school to prevent misinterpretation of academic performance and test results in assigning students to EMR classes?

c. What is the number of students assigned to EMR classes, according to racial-ethnic categories?

d. Do minority or economically disadvantaged students tend to be placed more frequently in EMR classes than other students? If yes, what are some of the reasons for this situation?

e. Do students in EMR classes tend to be isolated from the rest of the student body? If yes, what are some of the reasons for this situation?

f. Are the EMR classes integrated into the total educational program of the school? If not, what reasons are given?

g. If the school does not have any program for EMR students, what other district or community resources are called upon to help meet their needs?

h. Are EMR students given special education to upgrade their academic and performance levels? If so, describe the educational program for these students.

i. Are EMR students encouraged to seek the highest levels of education and employment for which they are suited?

j. To what degree are the parents of these students involved in their education?

k. Is the staff assigned to EMR classes integrated racially and ethnically?

l. What are the qualifications of the EMR staff? Are any special qualifications needed? If so, what are these qualifications?

Related Questions—Placement of Students in Educable Mentally Retarded Classes

a. Are EMR students provided special supportive services on an integrated basis in accordance with individual needs?

b. Are teachers making a positive effort to integrate EMR students into all school activities?

c. Are the teaching methods and materials utilized by the school appropriate for EMR students?

d. Are there indications that hidden prejudices or stereotyped thinking may unfairly influence the assignment of students to EMR classes?

e. Are there any specially-funded programs in the school helping to promote the education of EMR students?

f. If there are specially-funded programs for EMR students, are they becoming integral elements of the school's total program?

g. In what respect is the program for EMR students most satisfactory?

h. In what respect is there greatest need for improving the program of studies for EMR students?

j. To what extent does the current program of studies meet the needs of EMR students?

7. Specially-funded Programs

The school programs that are funded by Federal or State funds are becoming very important to the operation of the schools. In many instances, these funds are critical to development of new programs designed to help specific population groups or focus on specific problem areas. This section seeks to provide information on this aspect of the school's operation.

Key Questions

a. What special and/or specially-funded programs (Federal programs, foundation grants, projects, etc.) are being used by the school?

b. How is each program funded and what are its specific goals and objectives?

c. How many students are being served by these programs?

d. What criteria are used to place students into these programs?

e. In order to staff these programs, has the school sought outside personnel or utilized existing personnel? What criteria are used in staffing these programs?

f. What efforts are being made to evaluate the impact of these programs by the school?

g. To what extent are these programs an integral part of the school's regular program of studies?

h. To what extent are parents involved in these programs?

i. Does the school utilize parent advisory groups for these programs? If so, do these advisory groups represent the racial-ethnic, social, and economic characteristics of the population they serve?

j. Has the principal provided active and progressive leadership in securing outside (State and Federal) funds to implement special programs at the school?

k. Are positive efforts being made by the school to keep parents and students informed of major programs?

l. Are efforts being made by the school to take full advantage of all technical assistance from local, State, and national sources in developing and implementing special programs?

8. Extracurricular Activities

The school generally provides for two kinds of learning experiences, the regular classroom activities and those referred to as extracurricular or cocurricular. Together, they form an integrated educational experience aimed at enhancing the learning environment of the student. In this sense, the courses of study are recognized as essential parts of the education process; the extracurricular, on the other hand, are seen as only indirectly related to the educational development of the students.

The student activity program usually attempts to develop desirable social traits in situations providing opportunity for individual, small group, and entire school participation. This section, therefore, seeks to provide information on this aspect of the school's overall program of studies.

Key Questions

a. What extracurricular activities are endorsed by the school?

b. Are all students, regardless of race or social and economic status, encouraged by the school and the individual activity sponsors to participate in extracurricular activities in the school? If this is not the case, why?

c. Do the various organizations, clubs, and athletic programs reflect the racial and cultural composition of the student body? If not, why?

d. Are there any clubs or organizations specifically designed for particular racial and ethnic minority groups in the school? If so, what are their purposes?

e. Do athletics and other competitive activities in the school provide for a full range of racial and cultural interaction with ability being the only criterion for team membership or participation? If not, why?

f. What kinds of extracurricular activities in the school are especially designed to promote racial, ethnic, and cultural understanding?

g. What kinds of extracurricular activities in the school have resulted in increasing racial, ethnic, social, or economic isolation?

h. What has been the extent of minority student involvement in student government within the past 2 years?

i. What situation(s), if any, might exist in the school wherein minority students are excluded from participating in the school club, organization, or activity by the attitudes of fellow students or the staff?

Related Questions—Extracurricular Activities

a. What are the best elements or characteristics of the extracurricular program?

b. In what respect is the extracurricular program least adequate or in greatest need of improvement?

c. What improvements are now being made or are definitely planned for the immediate future?

d. To what extent does the school's extracurricular program meet the needs of all its students?

9. Counseling and Guidance Services

The basic purpose of counseling is to serve as a necessary bridge between the demands of the school and society and the needs of the individual students. Counseling is perhaps one of the most important services the school provides to the student outside the classroom.

Counselors carry out a number of functions vital to the educational, social, and emotional development of students. These services are especially important for students from economically disadvantaged backgrounds. By providing a bridge, counselors can facilitate the success of economically disadvantaged and minority students by reducing their anxieties arising out of the school's response to their different language, culture, or economic status. How well the school's counseling program responds to the needs of disadvantaged and minority students is the subject of this section.

Key Questions

a. What is the present staffing of the counseling section of the school? What is the student-counselor ratio?

b. Is the counseling staff representative of the racial, ethnic, cultural, and sex composition of the student population? If not, why?

c. What is the relationship between the counselors and minority students at the school?

d. What is the relationship between the counselors and the teachers at the school?

e. What specific efforts has the counseling department made to reach minority and economically disadvantaged students?

f. What is the relationship existing between counselors and parents? Is there a degree of cooperation between counselors and parents, especially minority parents?

g. Are community leaders and business and professional persons from minority groups involved in the counseling and guidance program? If not, why is the involvement lacking?

h. Does the counseling staff at the school tend to direct minority and economically disadvantaged students into vocationally-oriented courses rather than academic- and college-oriented courses? If so, what is the reason for this situation?

i. What are the greatest needs in the counseling department in relation to helping minority and economically disadvantaged students?

j. What changes, if any, are being considered in the counseling and guidance services to make them more responsive to the needs of all students and especially minority students?

Related Questions—Counseling and Guidance Services

a. Are counseling and guidance services provided for all students at all levels on an equal basis?

b. Are efforts made to inform minority and economically disadvantaged parents of the function and purposes of the counseling and guidance services?

c. Does the school make a definite effort to involve the parents of minority and economically disadvantaged students in the counseling and guidance program?

d. Do counselors have a sensitivity to the problems and needs of minority students, their cultures, and their communities?

e. Does every school counselor strive to keep informed of the developing needs and aspirations of the community?

f. Do the counselors understand the rationale for desegregation and integration within the context of the school?

g. Are counseling and guidance services provided in languages other than English when this is necessary?

h. Do counselors openly discuss racial and cultural considerations with students?

i. Does the counseling and guidance staff attempt to help teachers reexamine their views of racial minority and culturally different students?

j. Does the school seek to identify and counsel minority and economically disadvantaged students with high but hitherto unrecognized academic ability?

k. Does the counseling and guidance staff attempt to search out and counsel students who may be potential dropouts?

l. Do the counselors clearly convey in their behavior the idea that *all* students can achieve academically?

m. Do the counselors make available information on financial aid and special assistance relative to both present and future educational needs to minority and economically disadvantaged students?

n. Do counselors visit the homes of minority and economically disadvantaged students?

o. Do counselors provide special and careful counseling to minority and economically disadvantaged parents to help them select wisely for their children among the educational options available at the school?

p. What is the concept of counseling services held by members of the school's staff?

q. How extensive are the provisions for counseling services?

r. How adequate is the preparation of the counseling staff?

s. How adequate is the experience of the counseling staff?

t. To what extent do teachers indicate interest in and understanding of the counseling services?

u. How well do teachers and counselors cooperate in appropriate phases of the counseling services?

v. How adequate are the provisions for securing the services of specialists such as psychologists, psychiatrists, and social workers?
w. How adequate are the provisions for obtaining information about students?
x. How extensive is the information concerning home and family background of the student?
y. To what degree is this information kept up to date?
z. How extensive is the student's scholastic progress and test information?
aa. How extensive is the information concerning the student's personal and social development?
bb. How well are student records organized, filed, and protected?
dd. To what extent is the student's social and economic background used by the counselor?
ee. How effective is the counseling in reaching the students, especially minority and economically disadvantaged students?
ff. To what degree are the counselors concerned with all phases of student development—physical, mental, emotional, social, moral, and spiritual?
gg. To what extent are parents involved in the counseling process?
hh. To what extent do counselors maintain desirable relationships with students through close association with student interests and school activities?

10. School facilities

The school plant—consisting of the site, building, equipment, and services—is a major factor in the operation and functioning of the educational program. School facilities are more than a place of instruction. The physical surroundings have an effect on students that either helps or limits the students' achievement.

The school facilities must provide the kind of environment that encourages student learning and enhances the educational needs of youth. This necessitates provision for a variety of classroom, extracurricular, recreational, and community activities. In addition, the school must provide adequate lighting, water, heat and ventilation, and sanitation services, which contribute to the health of its occupants.

Keeping the above in mind, this section will examine and provide data on the school's physical facilities.

Key Questions

a. Secure the following data:
(1) What is the age of the building(s)?
(2) What type(s) of construction is used?
(3) How many acres are there at the school site?
(4) How many square feet are in the building(s)?
(5) How many permanent teaching stations are there?
(6) How many students can the building hold?
(7) What is the maximum building capacity (without portables)?
(8) How many temporary classrooms are there?

b. Is the school readily accessible to the students served?

c. Is the school readily accessible to public transportation?

d. What is the general appearance of the school building (poor, good, excellent, standard, substandard)?

e. How satisfactory is the exterior appearance of the building?

f. How satisfactory is the interior appearance of the building?

g. Is the building sufficiently extensive to provide for present educational needs? If not, why?

h. How extensive is the site in terms of the number of students enrolled?

i. To what extent do the physical qualities of the school grounds promote accident-free use by students, staff, and others?

j. How satisfactory is the facility arranged to permit and encourage community use of facilities?

k. How adequate are the provisions for:
(1) Illumination?
(2) Maintaining proper temperatures?
(3) Water and sanitation?
(4) Fire protection?

l. How satisfactory is the size of classrooms in relation to the size of class sections?

m. What kinds of equipment are found in the classroom? How adequate is this equipment?

n. How adequate are the size and seating capacity of the auditorium? Is it sufficient to meet the needs of the school?

o. Is the size of the lunchroom sufficient to meet enrollment needs? If not, why?

p. What steps have been taken to maintain sanitary conditions in the lunchroom?

q. How satisfactorily are sanitary conditions maintained?

r. What are the conditions found in the general office and faculty rooms? How satisfactory are the space provisions for these offices? How adequate is the equipment in the general office?

s. What facilities are used for health examinations of students and for treatment of minor illness or injury? How adequate are these facilities?

t. How adequate is the library? What is the number of books included in this facility? Is there sufficient room for students to use it? Is the library consistent with the philosophy and objectives of the school?

Related Questions

a. What are the best elements or characteristics of the school plant?

b. In what respect is the school plant least adequate or in greatest need of improvement?

c. What improvements in the school plant are now being made or are definitely planned for the immediate future?

d. What studies has the school made or is in the process of making related to school facilities?

11. School Personnel

Critical to the success of any educational program is the attitude and responsiveness of the principal, faculty members, counselors, and other school staff to the needs of the students, their parents, and the total community. Educators seeking to gain the cooperation of minorities and community groups must demonstrate their willingness to identify themselves *with the needs and aspirations of these groups.*

Key Questions

a. To what extent has the school sought to involve the minority community in school affairs?

b. What efforts are being made by the school or the district to sensitize school staff toward community problems?

c. To what extent do the principal and the staff solicit the views and reactions of different student groups, parents, and community organizations on certain issues?

d. To what degree does the school deal openly with the community?

e. What kind of feelings do students, parents, and community groups exhibit toward the school and its staff?

f. Does the principal and the rest of the school staff understand the rationale underlying the positions and arguments of minority groups in the community?

g. What is the general attitude and responsiveness of the school staff toward the:

(1) Needs of students?
(2) Their parents?
(3) The community?
(4) Needs of minority students?
(5) Minority parents?
(6) Minority community?

h. What is the general attitude of the teachers toward students and parents, and especially minority groups?

i. Do the teachers make any efforts to overcome racial tensions within the classroom and reinforce intergroup relations?

Related Questions—Personnel Attitudes

a. Does the principal know how to find out about and influence the behavior of teachers who practice open or subtle forms of racial or ethnic discrimination?

b. Does the principal deal openly with the possibility of racial tension among staff members and the student body?

c. Does the principal implement needed programs and changes only after pressure groups confront him or her?

d. Does the principal meet with community groups to deal with classroom problems?

e. Does the principal implement plans for educational change in controversial areas in spite of potentially unpleasant incidents?

f. Do the teachers inspire the students to respect one another and be open and honest in their communications with them?

g. Do the teachers take the initiative in eliminating prejudices, stereotypes, and misunderstandings among students?

h. Do teachers carefully review and evaluate textbooks to determine whether they contain fair and appropriate treatment of minority groups?

i. Do teachers attempt to involve parents in classroom activities?

j. Do teachers listen to and accept student opinions irrespective of race or ethnicity?

k. Are the teachers open to criticism?

l. Are the teachers available to *all* students in the class?

m. Do the teachers tend to behave differently with students of different races or backgrounds?
n. To what extent does the school staff understand the needs of the community?
o. To what degree does the school staff accept responses from the community, especially the minority community?
p. To what extent is the school staff sympathetic to the needs of minority and economically disadvantaged students?
q. To what degree does the community perceive the school as a positive institution?
r. To what extent are the teachers hostile to the students?
s. To what extent does the school staff seek to have community people contribute their ideas about how the schools can be improved?
t. To what extent do school staff members treat members of the community as equals?
u. To what extent are school administrators willing to talk with community people?

V. THE INVOLVEMENT OF PARENTS IN SCHOOL AFFAIRS

Overview

As individuals, parents may not be the most vocal and visible elements in the community, but when they band together at the voting polls, form community organizations, and exert pressure regarding important decisions about the education of their children, they can have a powerful effect.

Educators, in turn, seeking to gain the cooperation of parents and community groups must demonstrate a willingness to involve them in school affairs. In this sense, parents can participate in making a variety of decisions about the curriculum, the selection of new teachers and administrators, the evaluation of school programs, financial allocations, and school policy.

This section of the evaluation will help you assess the kinds and extent of parental involvement in school affairs.

Descriptive Information Relating to Parental Involvement

1. What are the various parent and community groups involved with the school?
2. What roles and functions do they exercise in school operations?
3. What is the makeup of these parent and community groups with respect to race, ethnicity, sex, social, and economic composition?
4. Are there any school advisory groups and organizations?
5. If so, what is the racial, ethnic, sex, social, and economic composition of these advisory groups? Does the composition of these advisory groups reflect the composition of the community?
6. What is the role of each of these advisory groups?
7. What impact or influence have these advisory groups had on school policy?
8. Are there any advisory groups related specifically to federally-funded programs such as Title I, migrant education, etc.?
9. If so, what is the racial, ethnic, sex, social, and economic composition of these advisory groups? Does the composition of these groups reflect the racial, ethnic, sex, social, and economic makeup of the community? If not, what is the reason for this situation?
10. To what extent are parents involved in day-to-day operations of the school?
11. Can parents attend school staff meetings? If not, what kinds of meetings can they attend?
12. In what ways does the school encourage the involvement of parents in school operations?
13. In what ways does the school discourage the involvement of parents in school operations?

Key Questions—Parental Involvement in School Affairs

1. Does the school seek the assistance of the community in developing its educational program? Of minority parents?
2. Does the school provide current information about its program to members of the community and parents?
3. Does the school share its decisionmaking power concerning objectives, programs, activities, and procedures with various racial and cultural groups in the community?
4. Does the school offer special orientation programs for minority parents?
5. Do school administrators and teachers attempt to explain to the community the nature and rationale of the school's educational program?
6. Has the school attempted to engage the support of minority groups in the community in developing school policy?

7. Are parents actively involved in the school decisionmaking process?
8. Do parents feel that they are involved in school affairs to the degree they should be?
9. Does the school encourage the formation of parent groups representing various racial and ethnic interests?
10. Are the recommendations or requests of such groups carefully considered by the administration?
11. Have the recommendations or requests of such groups been effective in changing school policies?
12. Does the school actively seek out the advice of various groups in implementing new policies?
13. Are parents fully aware of their right to secure information from the school administration concerning various educational programs?
14. Are parents informed of new policy decisions?

Related Questions—Parental Involvement in School Affairs

1. How wide is the involvement of all interested parties (staff, students, parents, community) in establishing school policy?
2. What factors in the school and/or community tend to promote the involvement of parents in school affairs?
3. What factors in the school and/or community tend to discourage the involvement of parents in school affairs?
4. In what respects are the efforts of the school toward increasing the involvement of parents most satisfactory and effective?
5. In what respects are these efforts most in need of improvement or development?

VI. EVALUATION SUMMARY

In this section, carefully summarize each of the areas evaluated. Recommend, in order of priority, steps that might be taken in each area to improve the school's response to its students, their parents, and the total community.

I. Basic Commitments
II. The School and Its Community
III. The School and Its Characteristics
IV. The School and Its Educational Program
V. The Involvement of Parents in School Affairs

After briefly summarizing the above and offering basic recommendations, answer the following questions:

1. What are the school's basic purposes?
2. What degree of respect for students does the school exhibit?
3. What kinds of learning opportunities does the school offer?
4. What kinds of self-concepts do the students exhibit?
5. How positive are the attitudes exhibited *in* the school *toward* the school?
6. What kinds of home-school and staff-parent relationships does the school maintain?

* U. S. GOVERNMENT PRINTING OFFICE: 1977

APPENDIX J

SCHOOL ASSESSMENT FORM REGION 1

Name of School _____ Date of Assessment _____

Team Assessing _____

Categories Assessed	Categorical Rating	Areas Needing Improvement	Final Rating
Staff Development (A)			
Supervision (B)			
Curriculum (C)			
Instruction (D)			
Supportive Services (E)			
School Management (F)			
Relations with Parents/ Community (G)			
Safety (H)			
Physical Plant (I)			
Record Keeping (J)			

Team Recommendations:

Remarks:

OVERALL RATING:	Superior	Better Than Satisfactory	Satisfactory	Needs Improvement	Very Poor
	+2.0	+1.0	0	-1.0	-2.0
	1.9	.9		.9	1.9
	1.8	.8		.8	1.8
	1.7	.7		.7	1.7
	1.6	.6		.6	1.6
	1.5	.5		.5	1.5
	1.4	.4		.4	1.4
	1.3	.3		.3	1.3
	1.2	.2		.2	1.2
	1.1	.1		.1	1.1

APPENDIX K

TEACHER APPRAISAL PROCESS

The following Appendix contains the Teacher Appraisal Process of the District of Columbia Public Schools (September 1978).

I. RATIONALE FOR A PROCESS OF APPRAISAL

The focus of the appraisal process must be on the performance of the individual and not the individual per se. Data for the purpose of appraisal should be collected systematically and should be analyzed in terms of the conditions existent at that time. Since evidence gathered is primarily from visitations and observations, the emphasis in these situations should be upon the positive and constructive measures that will raise morale, that will stimulate the discovery of improved methods and procedures in teaching, and that will aid in dealing with the learning problems of students.

A. Appraisal should:

1. Be a continual and ongoing process
2. Be understood by the appraiser and appraisee at the beginning of the school year or initial assignment
3. Provide orientation through a preview of the appraisal instruments and procedures
4. Insure that the teacher is aware of the activities that overtly or covertly prescribe the development of girls and boys along traditional sex roles
5. Be realistic in terms of the school setting, the students, and the experience of the appraisee
6. Protect the appraisee and the school system in legal matters
7. Insure that the teacher is qualified to teach assigned students and is competent for that situation
8. Consider the progress of students as an indicator of instructional performance

B. Appraisal should measure teacher performance by:

1. Reviewing objectives set by the appraisee
2. Observing the quality of management and instructional performance
3. Identifying areas which need improvement
4. Determining the degree to which the objectives set by the appraisee have been achieved
5. Summarizing observations for the assessment period
6. Considering professional performance

C. Appraisal should motivate the individual to improve his/her performance by:

1. Encouraging self-evaluation

2. Encouraging cooperative planning and cooperative appraisal of ongoing activities

3. Reinforcing positive instructional behaviors

II. DEFINITION OF APPRAISAL PROCESS

Appraisal is a process of assessment that gives appropriate consideration to all elements that constitute the teaching-learning process. It should be flexible and nonthreatening, an objective assessment of instructional behavior and/or results within the framework established by mutually agreed upon objectives. These objectives should be consistent with the philosophy and instructional goals of the school system and the community it serves. The primary purpose of appraisal is to upgrade the teaching-learning process.

The appraisal process includes many activities by both the appraiser and appraisee, such as, engaging in observations, conferences, examination of records, direct testing, inquiries, surveys and counseling. Appraisal may consist of a series of activities extending over a period of time as a semester or a year.

III. DESCRIPTION OF APPRAISAL PROCESS

The appraisal process shall include the following sequential steps:

A. Staff Development should be provided prior to the implementation of the appraisal process and continue throughout the process as needed. It should result in an understanding of the appraisal process as outlined below.

B. The Appraisee's Proposal (Refer to Form A as guide) within thirty (30) days of the beginning of each semester or upon receipt of final class assignments, each appraisee will write a proposal for each class, grouping, or subject area. All additional sheets for additional classes or grouping should be attached to Form A. Form A should be submitted in triplicate.

Each proposal shall include the following: (Refer to Guide to Interpretation of Appraisee Form A in Appendix)

1. Description of Class and Physical Facility

2. Behavioral Objectives

3. Materials/Resources to be used (List of Materials for Instruction)

4. Assessment Procedures and Instruments to be used

C. The Appraisal Unit shall consist of the appraisee, the rating officer, and the instructional support person mutually agreed upon by the appraisee and the rating officer.

The sole responsibility for the end-of-semester rating shall rest with the rating officer. An administrative designee may be assigned to conduct formal observations and make recommendations. The rating officer is a member of the appraisal unit and may also make formal observations.

1. The appraisal unit shall include the following:

   a. Appraisee
   b. Rating Officer
   c. Instructional Support Person selected only from the list below:

      1) Departmental Chairperson
      2) Grade Level Chairperson
      3) Subject Matter Supervisor
      4) Elementary Supervisor
      5) Technical Advisor for Career Centers
      6) Peer Assistants
      7) Peer Teachers within Building

2. The Instructional Support Person selected shall remain constant throughout the school year, unless changed by mutual agreement.

3. The role of the Instructional Support Person is to help with instructional support as needed and/or requested by the appraisee and/or rating officer.

4. The Instructional Support Person must be employed by the D. C. Public School System and notified of his/her selection by the appraisee prior to the pre-appraisal conference.

5. The Instructional Support Person shall attach documentation to Form C if he/she certifies that he/she has provided assistance.

6. The Instructional Support Person referred to in this document is mutually agreed upon by the appraisee and the rating officer. During the pre-appraisal conference mutual agreement will be reached by the appraisee and the rating officer on one of the several persons named by the teacher from among the approved list (Description of the Appraisal Process, III, C-1).

If the parties are unable to reach mutual agreement on one person within five school days after the pre-appraisal conference, both the rating officer and the appraisee shall each select an Instructional Support Person from the approved list (C-1).

7. The selection of the Instructional Support Person in the validation process is mandatory, even though the service of the Instructional Support Person may not be needed as part of the appraisal process.

D. The Pre-Appraisal Conference

The pre-appraisal conference must be held. It may be conducted in small group sessions such as grade level, subject area, faculty meetings, etc.

1. The pre-appraisal conference should include:

   a. An understanding of the appraisal process
   b. A discussion of the appraisee's Form A
   c. Variables to be considered
   d. Mutual agreement of the appraisal unit and confirmation from the Instructional Support Person

2. The behavioral objectives stated on Form A must be consistent with the goals and objectives of the system, region, and building, and must meet the needs of the group for which they were written. Form A must be signed by the appraisee and by the rating officer.

3. One copy each of Form A will be given to the appraisee, the rating officer, and the Instructional Support Person.

4. To revise behavioral objectives (Form A), the rating officer and the appraisee must have a conference.

E. The Observation Process

1. Form B will be used in the formal observation process.

2. The rating officer and/or administrator designee will observe probationary and temporary TSA-15 personnel a minimum of twice a semester.

3. The rating officer and/or administrator designee will observe permanent TSA-15 personnel a minimum of once a semester.

4. The Instructional Support Person will observe temporary, probationary and permanent TSA-15 personnel as needed or requested by the appraisee and/or rating officer for instructional support purposes only.

5. If there is evidence of need for assistance in any area (Form B), instructional support shall be given.

6. If a formal observation indicates a weakness which might lead to a conditional or unsatisfactory end-of-semester rating, the rating officer and the Instructional Support Person must observe the appraisee as a team at least once. The appraisee unit shall meet, develop and follow through on a plan of assistance which will best meet the needs of the appraisee.

7. If there is evidence of a potentially conditional or unsatisfactory end-of-semester rating, the reason for the potentially unsatisfactory appraisal shall be clearly stated to the appraisee in writing at least thirty (30) days before the end of the semester.

F. The Observation Conference

Within four school days of the formal observation, the appraisee must receive from the rating officer and/or designee a copy of Form B. The appraisee or rating officer may request a conference upon the receipt of Form B.

G. Semester Appraisal Rating Form C With Conference

The Appraisal Form C is the official semester rating instrument. It is the recording of how well the objectives (Form A) have been attained, the numerical appraisal of the items on the observation guide (Form B) in the area of management and instructional performance, and an assessment of professional performance. A conference between the appraisee and the rating officer must be held prior to signing of Form C.

1. The following criteria shall be used as the basis for appraisal of all TSA-15 personnel:

   a. Objectives as agreed to on Form A

      1) Consideration will be given to the number of objectives achieved

      2) Consideration will be given to limiting factors and plans for revision

   b. Items from Observation Form B

      1) Management performance

         a) Ability to communicate with students

         b) Knowledge of and rapport with students and control of classroom

c) Display of a physical environment which facilitates positive learning

2) Instructional performance

a) Knowledge of subject matter

b) Knowledge of/and skillful use of materials and techniques in subject field

c) Evidence of lesson planning and preparation

c. Professional Performance

1) Performance of building responsibilities

a) Comes regularly and promptly to school and post of duty

b) Attends job-related meetings and activities

c) Performs committee responsibilities

d) Maintains accurate records of student progress and attendance

e) Take care of school property

2) Demonstration of cooperative work toward educational objectives

a) Exchanges educational ideas and materials with staff

b) Works with others in instructional planning, teaching, and/or evaluation

c) Cooperates and/or participates in school activities

d) Involves parents and community in education

2. Provisions are made for comments by the appraisee and the rating officer on Form C.

3. In case of a conditional or unsatisfactory end-of-semester rating, the I.S.P. must sign Form C to certify that instructional support was given and documentation of support must be attached.

4. The ratings on Form C for each semester should be reflected in Form 524-A (Annual Performance Rating).

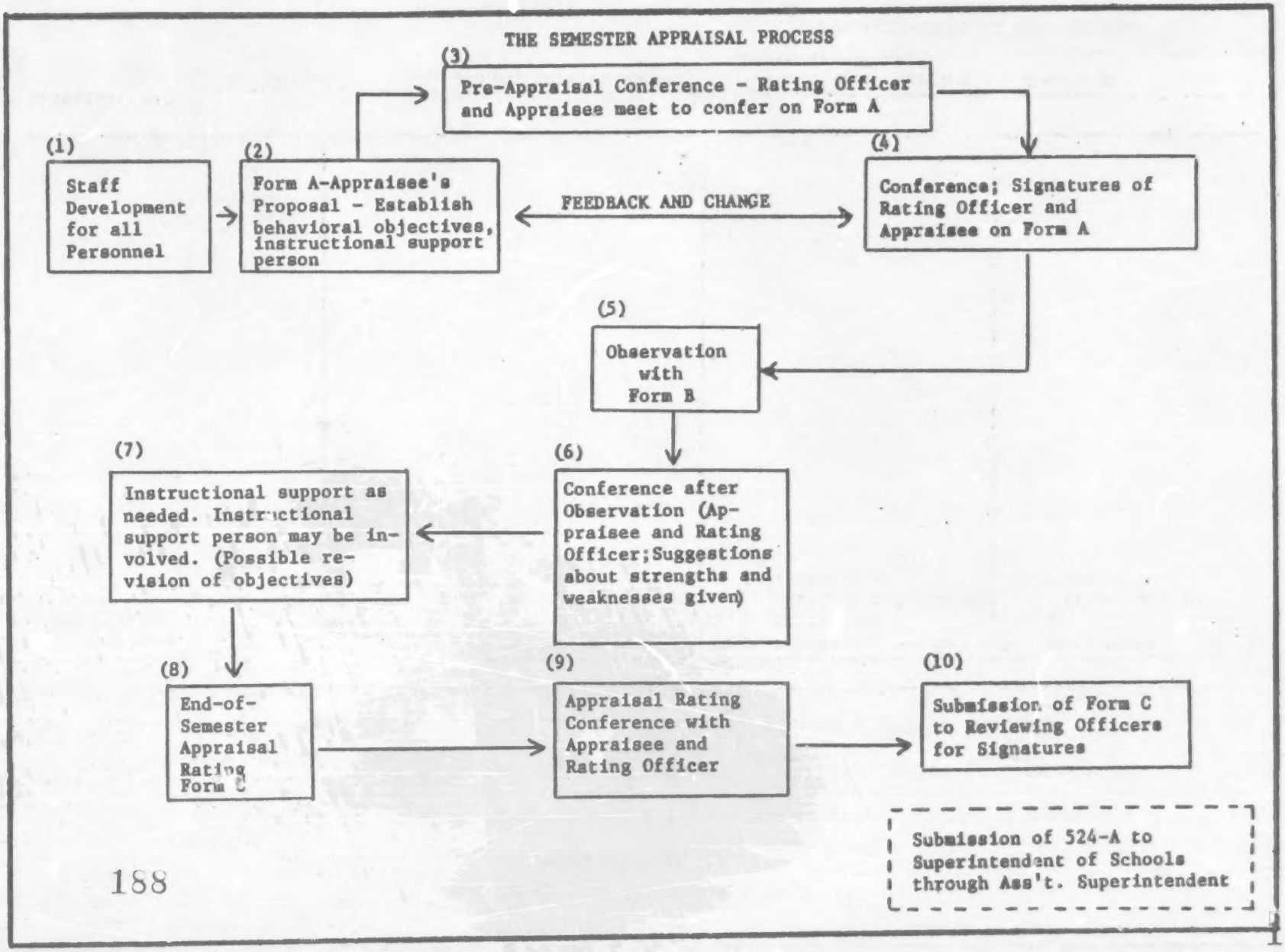
5. Form C is to be submitted in quadruplicate to the assistant superintendents, Regions, for review and signature. The assistant superintendent will review and sign the Form C's. The distribution shall be as follows:

   - two copies of each form will be returned to the principal
   - one copy will be kept in the regional office
   - one copy will be forwarded to the superintendent's office for placement in the official personnel file

6. Form C will bear the closing date of the current semester

H. Utilization of Outcomes of Appraisal

Teacher appraisal should provide a basis for planning, promoting, and organizing professional growth opportunities for staff members.


THE SEMESTER APPRAISAL PROCESS
(1)
Staff Development for all Personnel
(2)
Form A-Appraisee's Proposal - Establish behavioral objectives, instructional support person
(3)
Pre-Appraisal Conference - Rating Officer and Appraisee meet to confer on Form A
FEEDBACK AND CHANGE
(4)
Conference; Signatures of Rating Officer and Appraisee on Form A
(5)
Observation with Form B
(6)
Conference after Observation (Appraisee and Rating Officer; Suggestions about strengths and weaknesses given)
(7)
Instructional support as needed. Instructional support person may be involved. (Possible revision of objectives)
(8)
End-of-Semester Appraisal Rating Form C
(9)
Appraisal Rating Conference with Appraisee and Rating Officer
(10)
Submission of Form C to Reviewing Officers for Signatures
Submission of 524-A to Superintendent of Schools through Ass't. Superintendent

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

APPRAISEE PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

NAME: _____ STATUS: ☐ PERMANENT ☐ PROBATIONARY ☐ TEMPORARY

DATE: _____ SCHOOL: _____ SCHOOL YEAR: _____

POSITION: _____ SUBJECT/GRADE LEVEL: _____

I. Description of Class and Physical Facility	II. Behavioral Objective	III. Materials/Resources to be used (List of materials/ resources)	IV. Assessment procedures and instruments to be used

177

190

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer (Name) _____ Instructional Support Person(s) (Name) _____ Position

191

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee (Signature) _____ Date CONFIRMED BY: _____ Rating Officer (Signature) _____ Date

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

TEACHER OBSERVATION FORM B

(To be used for each formal observation and completed in duplicate)

Appraisee:_____ Time of Observation: From_____ To_____

School:_____ Subject:_____ Grade Level:_____

Observed by:_____ Date:_____

DIRECTIONS: Use Form B to observe and help the appraisee. The appraisee will receive a rating of 1 - 5 in each of the three categories under management performance and in each of the three categories in instructional performance. The suggested guidelines for each category are not meant to be used as a checklist but are to be used as an aid in the observation and the post-observation conference. Comments may be written in the space provided. An explanation of ratings 1 - 5 may be found in the glossary of the document.

1 = Outstanding 2 = Very Good 3 = Satisfactory 4 = Conditional 5 = Unsatisfactory
N/O - Not Observed

A. Management Performance

1. The appraisee will demonstrate the ability to communicate with students

1	2	3	4	5	N/O
☐	☐	☐	☐	☐	☐

COMMENTS

* Praises and encourages students' actions
* Accepts and uses students' ideas clarifies, builds, and develops
* Communicates with students in terms they can understand
* Develops students' understanding of the needs of various roles, rules, goals
* Provides experiences which promote the development of critical and independent thinking

2. The appraisee will demonstrate a knowledge of and rapport with students and control of classroom

1	2	3	4	5	N/O
☐	☐	☐	☐	☐	☐

COMMENTS

* Provides recognition for individual student successes
* Acts objectively in dealing with students' aggressive behavior
* Creates an atmosphere of cooperativeness with mutual respect for feelings, rights, abilities of others

3. The appraisee will display a physical environment which facilitates positive learning

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/O ☐

COMMENTS

* Arranges furniture and materials in position for effective attainment of lesson objectives
* Displays and uses bulletin boards, charts, pictures, and other visuals to enhance instruction
* Controls and changes physical aspects (heat, light, ventilation, etc.)

B. Instructional Performance

1. The appraisee will demonstrate knowledge of subject matter

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/O ☐

COMMENTS

* Reveals in instructional settings through objectives that the appraisee knows the content of his/her field
* Identifies and relates subject matter to school curriculum/ instructional program
* Relates the subject matter to students' experiences

2. The appraisee will apply knowledge of materials and techniques in subject field

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/O ☐

COMMENTS

* Adjusts materials to students' learning ability
* Provides a variety of enriching learning materials
* Utilizes students' help in establishing objectives, clarifying personal group goals and defining problems for study
* Adapts new ideas and techniques

3. The appraisee will demonstrate planning preparation

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/O ☐

COMMENTS

* Reveals in his/her objectives organized planning to include basic elements, such as: behavioral objectives, instructional activities, summary, evaluation, and assignment or follow-up

* Has materials organized and easily accessible
* Moves smoothly from one activity to another
* Employs flexibility
* Shows and maintains evidence of methods for evaluating students and meeting their needs
* Organizes objectives to provide for continued growth of students

Original - Teacher
Copy - Rating Officer

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
TEACHER SEMESTER APPRAISAL FORM C
(To be completed in quadruplicate)

Name of Appraisee:_____ Status:_____
Subject:_____ Grade/Level:_____
School:_____ School Year:_____ Date:_____

This final semester appraisal is based on 1) the degree to which the objectives on Form A were accomplished, 2) the observations completed during the semester (Form B), and 3) professional performance.

1=Outstanding; 2=Very Good; 3=Satisfactory; 4=Conditional; 5=Unsatisfactory

I. Objectives

The degree to which the objectives were accomplished — 1 2 3 4 5 ☐☐☐☐☐

II. Management and Instructional Performance (from Form B)

A. Management Performance

1. The appraisee has demonstrated the ability to communicate with students — 1 2 3 4 5 ☐☐☐☐☐

2. The appraisee has demonstrated knowledge of and rapport with students and control of the classroom — 1 2 3 4 5 ☐☐☐☐☐

3. The appraisee has displayed a physical environment which facilitates positive learning — 1 2 3 4 5 ☐☐☐☐☐

B. Instructional Performance

1. The appraisee has demonstrated knowledge of subject matter — 1 2 3 4 5 ☐☐☐☐☐

2. The appraisee has applied knowledge and skillful use of materials and techniques in the subject field — 1 2 3 4 5 ☐☐☐☐☐

3. The appraisee has demonstrated evidence of planning and preparation — 1 2 3 4 5 ☐☐☐☐☐

III. Professional Performance

The appraisee has performed building responsibilities and demonstrated cooperative work toward educational objectives — 1 2 3 4 5 ☐☐☐☐☐

To determine the final semester appraisal, complete the following steps:

1. Supply the numbers below from the eight categories listed above:
   a. The number of categories marked 1 (outstanding) =
   b. The number of categories marked 2 (very good) =
   c. The number of categories marked 3 (satisfactory) =
   d. The number of categories marked 4 (conditional) =
   e. The number of categories marked 5 (unsatisfactory) =

   Total number of categories = ____ 8

2. Begin with the number of categories marked "unsatisfactory" and read UP⇧ .
3. Read UP⇧ until you come to the first number above zero.
4. Look to the left of this number at the rating category in which that number has fallen.
5. If the first number is TWO OR MORE, the FINAL SEMESTER APPRAISAL is in the SAME RATING CATEGORY.
6. If the first number is ONE, THE FINAL SEMESTER APPRAISAL is in ONE RATING CATEGORY ABOVE THE ONE IN WHICH THE NUMBER HAS FALLEN.

Using this system, the final semester appraisal for this appraisee is:

___Outstanding ___Very Good ___Satisfactory __Conditional ___Unsatisfactory

_____
Signature of Rating Officer

___ I agree with this final semester appraisal.

___ I disagree with the final semester appraisal.

Appraisee's Comments:

_____
Signature of Appraisee

I/We the undersigned certify that instructional support has been given to the appraisee and the documentation is attached.

_____ _____
Signature Signature

_____ _____ _____
Signature of Reviewing Officer Position Date

Original to Teacher
Copy 1 to Rating Officer
Copy 2 to Reviewing Officer
Copy 3 to Official Personnel File

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

ANNUAL PERFORMANCE RATING

FOR TEACHERS, COUNSELORS, LIBRARIANS, ATTENDANCE OFFICERS, CHILD LABOR INSPECTORS, PUPIL PERSONNEL WORKERS, PSYCHOMETRISTS, HEARING THERAPISTS, SPEECH CORRECTIONISTS, AUDIO-VISUAL COORDINATORS, CURRICULUM DEVELOPMENT SPECIALISTS, READING SPECIALISTS, SCHOOL SOCIAL WORKERS, PSYCHIATRIC SOCIAL WORKERS, SCHOOL PSYCHOLOGISTS, PLACEMENT COUNSELORS, AND JOB COORDINATORS

1. EMPLOYEE'S NAME (LAST, FIRST, MIDDLE INITIAL)	2. SOCIAL SECURITY NUMBER	3. PRESENT POSITION	
4. EMPLOYMENT LOCATION		5. GRADE, SUBJECT OR ASSIGNMENT	6. YEAR ENDING
8. CHANGE *		7. RATING OFFICER	

9. STATUS IN PRESENT POSITION

☐ PERMANENT ☐ PROBATIONARY-STANDARD ☐ PROBATIONARY-PROVISIONAL ☐ TEMPORARY

10. FINAL RATING FOR THE SCHOOL YEAR IS

☐ OUTSTANDING ** ☐ SATISFACTORY

☐ VERY GOOD ☐ CONDITIONAL **

☐ UNSATISFACTORY **

11. EMPLOYEE'S SIGNATURE ***		12. DATE
13. RATING OFFICER'S SIGNATURE	14. POSITION	15. DATE
16. REVIEWING OFFICER'S SIGNATURE	17. POSITION	18. DATE

* ANY CHANGES OR CORRECTIONS IN ITEMS 1 THROUGH 9 SHOULD BE LISTED IN ITEM 8.

** MUST BE SUPPORTED BY A WRITTEN NARRATIVE.

*** EMPLOYEE'S SIGNATURE INDICATES THAT HE HAS SEEN THE RATING AND NOT NECESSARILY THAT HE AGREES WITH THE RATING.

FORM 524 A — 1. PERSONNEL FILE

FORM 524 A — 2. REVIEWING OFFICER

FORM 524 A — 3. RATING OFFICER

FORM 524 A — 4. EMPLOYEE

183

197

198

A P P E N D I X

Guide to Interpretation of Form A

Samples of Form A

Scoring of Forms B and C

Glossary

GUIDE TO INTERPRETATION OF APPRAISEE PROPOSAL FORM A
For TSA-15 Personnel

1. Description of Class and Physical Facility

This information may include such data as class size, skills profile as related to subject area, survey of needs and interests, reading and mathematics groups and levels, talents and skills of class, handicapping conditions (emotional or physical problems), class weaknesses, and lighting or heating problems, ventilation, and any other pertinent data as necessary.

2. Behavioral Objectives

Specifies a learner's response that is observable and measurable. Behavioral objectives should contain four components: WHO (Who is to exhibit the performance?), WHAT (What observable performance is the learner expected to exhibit or demonstrate?), GIVEN (What materials, directions, or restrictions, are provided for the learner at the time of assessment?), and DEGREE OF ACCURACY (What constitutes an acceptable response or what is the acceptable level of performance?).

The following nine action words should be helpful in writing your behavioral objectives: identifying, distinguishing, constructing, naming, ordering, describing, applying a rule, and demonstrating.

3. Materials/Resources to be Used (List of Materials for Instruction)

Any materials/resources that will help you carry out and attain your objectives. Filmstrips, cassette player, tapes, overhead projector, textbooks, trips, resource persons, etc.

4. Evaluative Procedures and Instruments to be Used

This may include formal and/or informal testing. These may be teacher made, student made, student-teacher made, or standardized systemwide or national evaluative tools. Some examples might be PRT, PMT, or CTBS, and tests constructed by the teacher.

5. Appraisal Unit

The appraisal unit shall consist of the appraisee, the rating officer, and an Instructional Support Person mutually agreed upon by the appraisee and the rating officer. This unit will be formed within the first thirty days of school, and shall remain constant throughout the school year unless agreed upon by the appraisee and the rating officer. The role of the Instructional Support person is to help with instructional support as needed and/or requested by the appraisee and/or rating officer.

S A M P L E S

Form A

ELEMENTARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pro-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [X] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 77-78

Position: Teacher Subject/Grade Level: 5

I. Description of Class and Physical Facility

Enrollment: Boys - 14
Girls - 16
Total - 30

Reading Levels	Students
Gr. 1 Level 3	9
Gr. 2 Level 2[2]	10
Gr. 3 Level 2	10
Gr. 4 Readiness	1

(Comments if any)

Math Level	Students
Gr. 1 Level 1	12
Gr. 2 Devel 2	17
Gr. 3 Level 1	1
Gr. 4	

(Comments if any)

Math groups change according to skill being taught. Abilities in various skills are varied.

Knowledge of any handicapping conditions:

Physical

Condition	Pupil
Leg (Polio)	Monica
Asthmatic	Ronald, Alicia

II. Behavioral Objectives or Instructional Objectives

(Specifies a Learner's response that is observable and measurable.) (Set by the individual teacher for the class based on pupil's previous achievement levels as well as the maximum achievement level expected under current class circumstances.)

Given the Dolch List (primer - 3rd grade) the students in Group 1 will be able to identify orally the List with 100%, students in Group 2 will be able to identify orally the List with 80% accuracy; and students in Group 3 will be able to identify orally the List with 60% accuracy.

Given 20 2-place addition problems without carrying, the students in Group 1 will be able to demonstrate the solutions with 90% accuracy; Group 2 with 70% accuracy; and Group 3 with 60% accuracy.

III. Materials/Resources to to be used (List of materials for instruction)

Complete Macmillan Reading Series M
Complete Macmillan Mathematics
Filmstrip Projector, Cassette Tapes, Cassette player, Tapes, Movie projector, Overhead projector, Blank tapes, Grease pencils

IV. Assessment procedures and instruments to be used

(These may be teacher made, student made, student-teacher made, or standardized systemwide or national evaluative tools.)

Teacher-made weekly, unit and semester tests
Citywide Tests PRT and PMT
Special Testing for Gr. 3 and Gr. 6-Stand. Test (CTBS Gr. 3)
Weekly Reader Test 3
Math Drills and General Assignments
Listening games; Stories, Poems, and Songs
Specific planned Daily Assignments and Homework
Reporting to Parents (Report Card and Conferences)
Instr. 1. Ginn 360 Basal Text and Supplementary

187

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

202

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

203

ELEMENTARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: 5

I. Description of Class and Physical Facility	II. Behavioral Objectives	III. Materials/Resources to be used (List of materials for instruction	IV. Assessment procedures and instruments to be used
Physical Condition — Pupil Vision (glasses) — Kevin, Wayne, Lisa Psychological Being mainstreamed; Slow; Comes from Military Road. Class talents and skills (Small Group Talents-Varies) Good Artists (can show detail) Some Good Study Habits (a) Try Hard (b) Work until assignments are completed (c) Neat Work Self Directed (About ½ of the class) Physical Facility Poor ventilation No science area			Materials, Math Book and Manipulative Materials Tutorial Services, Phonics D and E; Any other available sources, etc.

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

204 FOR INSTRUCTIONAL SUPPORT ONLY 205

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

188

ELEMENTARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: 5

I. Description of Class and Physical Facility	II. Behavioral Objectives	III. Materials/Resources to be used (List of materials for instruction)	IV. Assessment procedures and instruments to be used
Class Weaknesses and Needs (Small Group - Varies) Most Math Skills-Need drill and application Poor listening skills following Directions (About ¼ of class) Specific Reading Skills-mainly (a) Phonics (Vowels) (b) Dictionary Skills (c) Comprehension Skills - (Multiple meanings, Predicting Outcomes, Getting Details)			

206

207

189

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

SECONDARY SAMPLE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: English - Grade 8

I. Description of Class and Physical Facility	II. Behavioral Objectives: 80% or above	III. Materials/Resources to be used (List of materials for instruction	IV. Assessment procedures and instruments to be used
This class is divided into two groups, 9 who can work independently and the remainder who must rely on teacher assistance. In the Individual Group (IG) there are 4 boys and 5 girls. They are conscientious, ambitious, hardworking, and highly motivated students. They enjoy challenge and give their best efforts to all they pursue. They have mastered 90% of the skills tested by level H of the PRT, their greatest weakness being in the area of accent. The remainder of the class, 11 boys and 12 girls, is made up of some ambitious and some lethargic students. During the 7th grade their potential was overrated, and to date they have not lived up to my expectations. They	Teacher Assisted Group Students will be able to list the principal parts of irregular verbs and use them in sentences correctly. Students will practice using analogy and perceiving relationships as given on the DAT. (Differential Aptitudes Test) Students will use designated materials to upgrade PRT skills. Students will be able to label sentences either SV (subject-verb) or SVO (subject-verb-object). Independent Group After completing station "Twas Brilling," the IG will be able to: -identify/label the parts of speech of underlined words in "Jabberwocky" and a literary selection -write sentences using parts of speech in the order designated -write a paragraph using	Learning stations Learning packages Materials that I have gathered and keyed into the PRT Teacher-made materials for practice for DAT Worksheets Games Forms Overhead projector Textbooks	Written/oral exercises Quizzes Role-playing PRT CTBS

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Appraisee _____ Date CONFIRMED BY: _____ Rating Officer _____ Date

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
APPRAISAL PROPOSAL FORM A

SECONDARY SCHOOL

(Use in pre-appraisal conference, submit in triplicate and use additional sheets if necessary)

Name: _____ Status: [x] Permanent [ ] Probationary [ ] Temporary

Date: Sept. 29, 1977 School: _____ School Year: 1977-78

Position: Teacher Subject/Grade Level: English - Grade 8

I. Description of Class and Physical Facility	II. Behavioral Objectives	III. Materials/Resources to be used (List of materials for instruction)	IV. Assessment procedures and instruments to be used
ere, in fact, average students who need a great dal of motivation. However, they do have possibilities if properly motivated and stimulated. I have seen some progress since November and since I've begun to overlook prior assessments of these students. There were many levels of the PRT given to this group: B-2, C-1, E-6, G-6, H-8. Of the 8 who took level H, 5 should not have. The others seem to have been given the correct level. Their areas of greatest weakness include: accent, outlining, silent letters, summarizing, main idea, analogy, critical reading, multiple meaning, sequence, idioms, and predicting outcomes.	each part of speech at least twice Students will be able to construct five different sentences, each patterned after one of the five basic English sentence patterns: SV (subject-verb), SVO (subject-verb-object), SLVN (subject-linking verb-noun), SLVA (subject-linking verb-adjective), SVIOO (subject-verb-indirect object-object).		

191

APPRAISAL UNIT: _____ Appraisee _____ Rating Officer _____ Instructional Support Person _____ Position

210

FOR INSTRUCTIONAL SUPPORT ONLY

SUBMITTED BY: _____ Date CONFIRMED BY: _____ Rating Officer Date

211

APPRAISAL SCORING FOR FORMS B AND C

211A

I. SCORING OF OBSERVATION FORM B

The appraisee is appraised from 1 to 5 in each of the three categories under management performance and in each of the three categories under instructional performance. The subcategories should be considered in determining the rating for each category.

1 means Outstanding
2 means Very Good
3 means Satisfactory
4 means Conditional
5 means Unsatisfactory

Form B should be used for only one formal observation. Use another Form B for each additional formal observation. The appraisee will get a copy of the Form B after each formal observation.

II. TRANSFERRING RATINGS FOR EACH CATEGORY ON FORM B TO FORM C

There are a total of six categories which will be rated for each observation. Each of the six categories will be rated from 1 to 5. To determine how these ratings will be transferred to Form C, add up the ratings (1-5) for each of the six categories and consult the chart below for each area. REMEMBER, the number in each square should represent the total number of ratings for all observations in each of the six categories.

Figure A
(Chart to be used for each of six categories)

Rating On Form C	Number of Observations							
	1	2	3	4	5	6	7	8
1	1	2-3	3-4	4-6	5-7	6-9	7-10	8-12
2	2	4-5	5-7	7-10	8-12	10-15	11-17	13-20
3	3	6-7	8-10	11-14	13-17	16-21	18-24	21-28
4	4	8-9	11-13	15-18	18-22	22-27	25-31	29-36
5	5	10	14-15	19-20	23-25	28-30	32-35	37-40

211 B

Example:

Appraisee X was observed twice during the first semester. Her ratings for each category under management and instructional performance are indicated below. The rating to be transferred to Form C was found by consulting the chart for TWO OBSERVATIONS.

	Rating From Observation 1		Rating From Observation 2		Total Rating	Rating Transferred to Form C
A. Management Performance						
1. Demonstrated the ability to communicate with students	2	+	1	=	3	1
2. Demonstrated knowledge of and rapport with students and control of classroom..	2	+	3	=	5	2
3. Displayed a physical environment which facilitates positive learning.....	3	+	3	=	6	3
B. Instructional Performance						
1. Demonstrated knowledge of subject matter.....	2	+	2	=	4	2
2. Applied knowledge and skillful use of materials and techniques in subject field.....	1	+	2	=	3	1
3. Demonstrated evidence of planning and preparation..	3	+	3	=	6	3

III. SCORING OF FORM C

Background

1. The final semester appraisal is determined by summarizing the ratings in the eight categories.

2. The final semester appraisal is based on the following system, as illustrated in Figure B:

211 C

Figure B

Final Semester Appraisal	CATEGORY RANKINGS				
	1	2	3	4	5
Outstanding	At least seven	≤ 1	0	0	0
Very Good	At least seven	≤ 1	0	0	
Satisfactory	At least seven		≤ 1	0	
Conditional	At least seven			≤ 1	
Unsatisfactory	Six or fewer				≥ 2

a. To receive an "outstanding", none of the categories should be checked "three", "four" or "five", and only one or fewer (≤ 1) categories should be checked "two". At least seven categories should be checked "one".

b. To receive a "very good", there should be no categories checked "four" or "five" and only one or fewer (≤ 1) should be checked "three". At least 7 categories should be checked either "one" or "two".

c. To receive a "satisfactory" there must be no category checked "five" and only one or fewer (≤ 1) should be checked "four". At least 7 categories must be checked "one","two", or "three".

d. To receive a "conditional", only one or fewer (≤ 1) must be checked "five". At least 7 categories must be checked "one","two", "three" or "four".

e. To receive an "unsatisfactory", two or more categories (≥ 2) must be checked "five". Six or fewer categories must be checked either "one", "two", "three", or "four".

3. The <u>easy method of scoring</u>

a. To determine the overall rating, follow the easy method illustrated in the example.
   1. Appraisee X received the following ratings in each of the eight categories:

SAMPLE
(APPRAISEE X)

SEMESTER APPRAISAL FORM C
(to be completed in quadruplicate)

Name of Appraisee:_____ School Year:_____

Subject:_____ Grade/Level:_____

School:_____ Date:_____

This final semester appraisal is based on 1) the degree to which the objectives on Form A were accomplished, 2) the observations completed during the semester (Form B), and 3) professional performance.

1=Outstanding 2=Very Good 3=Satisfactory 4=Conditional 5=Unsatisfactory

I. Objectives

	1	2	3	4	5
The degree to which the objectives were accomplished.....	☐	☒	☐	☐	☐

II. Management and Instructional Performance (from Form B)*

A. Management performance

	1	2	3	4	5
1. The appraisee has demonstrated the ability to communicate with students.....	☒	☐	☐	☐	☐
2. The appraisee has demonstrated knowledge of and rapport with students and control of the classroom..	☐	☒	☐	☐	☐
3. The appraisee has displayed a physical environment which facilitates positive learning.....	☐	☐	☒	☐	☐

B. Instructional performance

	1	2	3	4	5
1. The appraisee has demonstrated knowledge of subject matter.....	☐	☒	☐	☐	☐
2. The appraisee has applied knowledge and skillful use of materials and techniques in the subject field	☒	☐	☐	☐	☐
3. The appraisee has demonstrated evidence of planning and preparation.....	☐	☐	☒	☐	☐

III. Professional performance

	1	2	3	4	5
The appraisee has performed building responsibilities and demonstrated cooperative work toward educational objectives.....	☐	☒	☐	☐	☐

*See Appendix for the way Form B ratings are transferred to Form C.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

FIRST SEMESTER RATING	SECOND SEMESTER RATING				
	OUTSTANDING	VERY GOOD	SATISFACTORY	CONDITIONAL	UNSATISFACTORY
OUTSTANDING	OUTSTANDING	VERY GOOD	VERY GOOD	SATISFACTORY	CONDITIONAL
VERY GOOD	OUTSTANDING	VERY GOOD	SATISFACTORY	SATISFACTORY	CONDITIONAL
SATISFACTORY	VERY GOOD	VERY GOOD	SATISFACTORY	CONDITIONAL	CONDITIONAL
CONDITIONAL	SATISFACTORY	SATISFACTORY	SATISFACTORY	CONDITIONAL	UNSATISFACTORY
UNSATISFACTORY	SATISFACTORY	SATISFACTORY	CONDITIONAL	CONDITIONAL	UNSATISFACTORY

HOW THE FIRST SEMESTER AND SECOND SEMESTER RATINGS ARE CONVERTED INTO THE TEACHER'S ANNUAL PERFORMANCE RATING (524A)

Each teacher will receive a first semester rating and a second semester rating as described earlier. Each teacher will also receive an annual performance rating (Form 524A). This annual performance rating will be entirely based on the two semester ratings.

A teacher whose second semester rating is one above the first semester rating will receive an annual performance rating the same as the second semester to reflect the improvement. For example, a first semester rating of satisfactory and a second semester rating of very good would yield an annual performance rating of very good.

The matrix above gives a complete rundown of what the annual performance rating would be for each possible ordering of the first semester and second semester ratings. The first semester ratings are listed vertically and the second semester ratings are listed horizontally. The resulting annual performance rating is found from the intersection of the first and second semester ratings. The order is very important.

214

GLOSSARY

GLOSSARY

Appraisal:	Method used to determine extent to which the appraisee is implementing and realizing (his/her) behavioral objectives. The process is continuous and gives appropriate consideration to the elements that constitute the teaching process, noting the individual's strengths and weaknesses.
Appraisal Conference:	Formal meeting requested by the appraisee or rating officer upon the receipt of the appraisal.
Appraisal Unit:	The appraisal unit shall consist of the appraisee, the rating officer, and the instructional support person mutually agreed upon by the appraisee and the rating officer. The sole responsibility for the end-of-semester rating shall rest with the rating officer. An administrative designee may be assigned to conduct formal observations and make recommendations. The rating officer is a member of the appraisal unit and may also make formal observations.
Appraisee:	Person whose performance is being observed and rated.
Appraiser(s):	Person(s) making the formal observation.
Behavioral Objective(s):	Specifies a learner's response that is observable and measurable. Behavioral objectives should contain four components: WHO (Who is to exhibit the performance), WHAT (What observable performance is the learner expected to exhibit or demonstrate?), GIVEN (What materials, directions, or restrictions, are provided for the learner at the time of assessment?), and DEGREE OF ACCURACY (What constitutes an acceptable response or what is the acceptable level of performance?).
Classroom:	Considered the work place or the learning environment.
Conference:	A meeting that is scheduled by either the appraisee or the rating officer. This meeting may include the development or review of objectives, plans of action, methods of appraisal, and other related statements developed by either the appraisee or rating officer.

Forms:	**Instruments used in the Appraisal Process** Form A - Appraisee Proposal (3 copies) Form B - Formal Observation Guide (2 copies) Form C - Semester Rating Sheet (4 copies)
Observation:	Observation of an individual's performance for the purposes of improving the educational process. It is continuous and on-going and may be formal or informal. A formal observation requires a written communication (as in Form B) and may include a conference between appraisee and administrator.
Rating Definitions:	
Outstanding	To receive Outstanding or 1 (in a particular appraisal category) the appraisee must have consistently demonstrated in an exemplary manner the characteristics and qualities associated with that particular appraisal category; the appraisee must have exemplified those characteristics and qualities so consistently and so well that the rating officer may refer other teachers and supervisors to that teacher's classroom/workplace to see an example of how that particular appraisal category may be operationalized in a teaching learning situation.
Very Good	To receive Very Good or 2 in a particular appraisal category, the appraisee must have consistently demonstrated in a highly, competent manner, the characteristics and qualities associated with that particular appraisal category; the appraisee who receives a 2 in a particular appraisal category is considered to be performing on a level which exceeds the requirements (subcategories) as defined.
Satisfactory	To receive a Satisfactory or 3 in a particular appraisal category, the appraisee must have regularly and competently demonstrated the requirements (subcategories) of that particular category; the appraisee who achieves a 3 in a particular appraisal category shall be considered competent and able and shall be considered as having discharged the requirements (subcategories) of that particular category; the appraisee must have performed the duties and responsibilities as established by Board Policy, Administrative Directives and the Board/Union Contract.

Rating Definitions -
Continued

Conditional	To receive a Conditional or 4 in a particular appraisal category, the appraisee must have demonstrated a weakness in the characteristics and qualities necessary to implement the requirements (subcategories) of that particular appraisal category; (upon receiving a 4 in any particular appraisal category (items 2-7) the appraisal team must observe the appraisee and formulate a plan for improvement; the appraisee must be given all possible support in order to improve in that particular appraisal category.)
Unsatisfactory	To receive an Unsatisfactory or 5 in a particular appraisal category, the appraisee must have failed to demonstrate the characteristics and qualities necessary to implement the requirements (subcategories) of that particular appraisal category (upon receiving a 5 in any particular appraisal category (items 2-7) the appraisal team must observe the appraisee and formulate a plan for improvement; the appraisee must be given all possible support in order to improve in that particular appraisal category.)
Rating Officer:	The rating officer shall be the individual who normally makes duty assignments and reviews the work of the employee. For school-based TSA-15 personnel this will be the principal unless otherwise designated by the regional superintendent. Inter-region itinerant TSA-15 personnel will be rated co-jointly or as otherwise indicated by rating officers in and among the regions served by the itinerant. Intra-regional itinerant TSA-15 personnel will be rated by the approved rating authority within the region. If it is not clear who the rater shall be, an inquiry should be made to the regional superintendent in charge of the activity. In rating, it is mandatory for the rating officer to consult with others who are familiar with the rated person's performance. The principal, or other rating officer, shall be responsible for assigning the rating and for administering the various processes involved in the rating procedure.
Teacher:	Personnel as listed in the Agreement between the Board of Education and the Washington Teachers' Union.

APPENDIX L

REGIONAL ASSISTANTS FOR INSTRUCTION

(November 1979)

Region I

Mrs. LaVerne Guines
Assistant for Instruction (Acting)
Region I
Old Congress Hghts, School
6th Street and Alabama Avenue, S. E.
Washington, D. C. 20032

Region II

Mrs. Florence Jackson
Assistant for Instruction
Region II
Jefferson Administrative Unit
801-7th Street, S. W.
Washington, D. C. 20024

Region III

Dr. Shelia Handy
Assistant for Instruction
Region III
Educational Center - Nalle
50th and C Streets, S. E.
Washington, D. C. 20019

Region IV

Mrs. Clara Rogers
Assistant for Instruction
Region IV
Logan Administrative Unit
Riggs Road and Madison Street, N. E.
Washington, D. C.

Region V

Mrs. Faustina Brown
Assistant for Instruction
Revion V
Old Bruce Administrative Unit
770 Kenyon Street, N. W.
Washington, D. C. 20010

Region VI

Mrs. Wilma W. Wood
Assistant for Instruction
Region VI
Educational Center - Bunker Hill
14th and Michigan Avenue, N. E.
Washington, D. C. 20017

APPENDIX M

PARENT AND COMMUNITY ORGANIZATIONS

Parental and community involvement in the public school system of the District of Columbia is not a new phenomenon. Many parent and community organizations have been active in this area for some time. Despite common concerns and similar interests, the various organizations and groups have generally not evolved into a cohesive and powerful coalition. Instead, ad hoc alliances have tended to form around particular issues at different times.

Since communication and coordination among groups occurs with varying degrees of frequency and effectiveness, we thought it useful to provide some basic information about different parent and community organizations that have been active in the arena of public education in the Washington, D. C. area. Set forth below is an alphabetical listing of some of the major organizations. Parent groups may wish to contact some of these organizations for further information about activities, resources and publications.

1. Adams Community School Board
   Adams School
   19th and California Streets, N. W.
   Washington, D. C.
   Telephone: 673-7311
   Contact Persons: Amiel Summers
   2451 18th Street, N. W.
   Washington, D. C. 20009
   Telephone: 332-6975

   Nancy Hopps
   2412 18th Street, N. W.
   Washington, D. C. 20009
   Telephone: 387-4530

Background: The Adams Community School Board was established in 1969. It operates according to by-laws. It has had an operating agreement with the Board of Education as to its authority. The new agreement is in the process of being negotiated. The 15-member Board consists of eight parents, three community persons, two young adults and two teachers. All Board Members except for the teachers are elected by the community. The Board has representatives from schools in the Adams Morgan area. Elections are held in early June of each year. The Board serves for legally specified terms and conducts open meetings. Any parent or community member has the right to address the Board with ideas or grievances.

2. The Advocacy Coalition (Special Education)
3915 Livingston Street, N. W.
Washington, D. C. 20015
Telephone: 244-6861
Contact Person: Susan Wynne

Background: The Advocacy Coalition was formed in January of 1979. The Coalition's goal is to improve the Special Education system and services in the District of Columbia school system. Composed of some thirty (30) different organizations, it addresses, in particular, problems related to Special Education. The Coalition's membership includes, but is not limited to, the following organizations: Deaf Pride; D. C. Association for Retarded Citizens; The Information Center for the Handicapped; Kingsberg Lab Center, D. C. Mental Health Law Project; D. C. Institute for Mental Hygiene; D. C. Coalition

for Youth; The Public Defender's Office; Antioch Law School; D. C. Citizens for Better PUblic Education; Friendship House; and the ABA Commission on the Mentally Disabled.

3. Anacostia Community School Board
The Friendship Educational Center
4600 Livingston Road, S. E.
Washington, D. C. 20032
Telephone: 561-0859
245-6525
295-1544
Chairperson: Ralph Lewis

Background: The Anacostia Community School Board is a non-profit corporation organized under the laws of the District of Columbia. It was established in 1969 as part of a federally funded demonstration project in urban education. It operates according to by-laws. It has had an operating agreement with the Board of Education. The new policy agreement has been adopted by the Board. Article II of the agreement sets out the purposes of the Board, as follows: (1) To serve as a vehicle for public participation in the formulating of recommendations for educational policies and programs to be implemented in the District of Columbia public schools; (2) To formulate recommendations concerning budgetary, curriculum, personnel and other matters affecting the quality of education in the District of Columbia public schools; (3) to enter into agreements or contracts with the District of Columbia Board of Education to provide information and assistance to the District of Columbia Board of Education, the Superintendent of Schools, the Assistant Superintendent of Schools for Region I, the principals of schools located in the Board of Education designated Region I area of the District, to other community, teacher

and parent associations, boards and councils located in Region I on any matters pertinent to improvement of the quality of education provided by the public schools located in Region I; (4) to designate representatives from the corporation to serve on all selection panels established for the filling of school officer positions, pursuant to the Rules of the District of Columbia Board of Education and (5) to provide information and assistance, upon request, to Neighborhood School Councils and other parent, teacher or community organizations in the District of Columbia concerning educational policies and programs affecting public schools located within Region I.

The Board may consist of not less than 12 nor more than 50 members. Twelve board members represent a cross-section of residents located in Region I who are civic leaders and are active in the affairs of bettering public school education. Thirty-eight members may be designated from community teacher and parent organizations associated with public schools in Region I. Elections are held at the first annual meeting of the Board.

4. Anacostia Pre-School Parent Policy Committee
Old Congress Heights Building
5th and Martin Luther King Avenue, S. E.
Room 107
Washington, D. C. 20032
Chairperson: Ameeda Mohammad
Contact Person: Doris Turner

Background: The Anacostia Pre-School Parent Policy Committee is required by Health, Education and Welfare (HEW) rules and regulations. These rules and regulations require

parents to be involved in the decision-making process for all pre-school matters.

The Parent Policy Committee makes policy for the Anacostia pre-school program which serves 640 children of which 320 are enrolled in the federally funded head-start program and the remaining 320 are in the D. C. public school funded pre-school project.

5. Associates for Renewal in Education/The Advisory and Learning Exchange
1101 15th Street, N. W.
Washington, D. C. 20005
Telephone: 331-1707
Executive Director: Brenda Nixon

Background: Associates for Renewal in Education, Inc., (A.R.E.) is a non-profit 501 (c) (3) organization founded in 1971 to improve the quality of education in the District of Columbia public schools. Since 1971, A.R.E. has been concerned with the development and implementation of quality action research and demonstration projects focused on the improvement of educational services and community involvement in the Washington, D. C. area.

Associates for Renewal in Education operates several projects including the Advisory and Learning Exchange. The Advisory and Learning Exchange is a Teacher Center that focuses on providing teacher training to promote creative educational environments in the D. C. public schools. It has offered workshops and courses, as well as individual consultation, to teachers, administrators, parents, students, children in art, reading, mathematics, classroom organization and management and specialized needs.

6. D. C. Citizens for Better Public Education, Inc.
95 M Street, S. W.
Washington, D. C. 20024
Telephone: 484-7030
Executive Director: Angela Shelby

Background: The District of Columbia Citizens for Better Public Education was organized in 1964 by citizens who wanted to improve the quality of education in the District of Columbia. The organization studied the problems of public education in the city to stimulate interest in the public schools, to encourage innovative programs in the public schools and to propose and promote changes in the organization, management and methods of the public schools system. As part of this effort, D. C. Citizens has issued reports on such subjects as Capital Outlay, Special Education Services, Financing the D. C. Public Schools, Merit Pay for Teachers, Open Space Classrooms and School Breakfast and Lunch Programs.

7. D. C. Congress of Parents and Teachers Associations
J. L. Wilson School
660 K Street, N. E.
Washington, D. C. 20002
Telephone: 543-0333
President: Patricia Morris

Background: The D. C. Congress of Parents and Teachers Associations was founded in 1913. It is a local unit of the national P. T. A. The D. C. Congress is made up of over 100 local units which are bound by the constitution of the national P. T. A. Most of the local schools in the District of Columbia have P. T. A. chapters. Each local chapter elects a president, vice president, secretary and treasurer. The date of local P. T. A. elections varies (for more information on these dates parents should call the local chapters). Officers for the D. C.

Congress of P. T. A.s are elected at the Congress' annual convention in May of each year. At this time the following officers are elected: (1) president; (2) vice president; (3) 2nd vice president; (4) secretary; (5) assistant secretary; (6) treasurer; (7) assistant treasurer; (8) vice president to locals; (9) vice president to councils; (10) vice president for leadership; and (11) vice president for state chairpersons.

8. National Black Child Development Institute
1463 Rhode Island Avenue, N. W.
Washington, D. C. 20005
Telephone: 387-1281
Executive Director: Evelyn Moore

Background: The National Black Child Development Institute was founded in 1970 by the Black Women's Community Development Foundation to provide a vehicle on the national level that would meet the comprehensive developmental needs of young black children. The institute works toward (1) improving the quality of life for black children through organizing and assisting community advocacy groups and monitoring national, state and local legislation; and (2) insuring that black communities play a decisive role in the making of policies and the planning of all programs that will affect black children and youth.

The Institute provides technical assistance to National Black Child Development affiliate groups and advocates such subjects as (1) early childhood education and day care; (2) parental involvement in education; (3) child welfare; and (4) adoption. Affiliate groups receive technical assistance on (a) how to organize an effective group; (b) how to monitor administration of services to children and youth; (c) how to conduct public

policy campaigns; and (d) how to conduct publicity and public relations.

The Institute works with black parents; operators of black child development facilities, black providers of child welfare services and black professionals in related fields.

The Institute has completed a study of black pre-school programs which describes exemplary programs that have been designed for black children. The Institute is currently involved in a research project on the status of the black child.

9. National Committee for Citizens in Education
Suite 410, Wild Village Green
Columbia, Maryland 21044
Telephone: (301) 596-5300

Background: The National Committee for Citizens in Education is a non-profit, tax-exempt membership organization dedicated to increasing citizen involvement in the affairs of the nation's public schools. Consisting of over 300 local groups, it has a combined membership of 200,000 persons. NCCE is a successor to the National Conference for Support of the Public Schools, founded in 1962. In 1973, the Committee was reorganized. Since then, NCCE has: (1) supplied vital information incorporated in the Family Educational Rights and Privacy Act of 1974; (2) published a major report, Children, Parents and School Records, which received national attention in Parade Magazine, Time Magazine, The New York Times and on ABC Television; (3) conducted hearings across the United States on who controls America's public schools, taking testimony from hundreds of individuals and organizations; (4) joined with

other national organizations to convene a national conference on Title I parents; (5) convened the first national meeting of independent local parent groups held since 1910; (6) established the first public interest, toll-free telephone hotline, 800-Network, to help parents get rapid information and help.

10. Neighborhood School Councils
Superintendent's Office
415 12th Street, N. W.
Room 1205
Washington, D. C.
Contact Person: Ron Webb, Executive Assistant to the Superintendent

Background: In 1978, the D. C. Board of Education promulgated regulations requiring the establishment of elected Neighborhood School Councils at each local school. The NSCs were created to provide greater involvement of the local school community in flexible structure for advisory participation in decision making at the local school level. Each NSC elects from among its members a chairperson and secretary who serve one-year terms or who serve until their successors are elected. Elections are held at the first meeting of the NSC before the beginning of the second semester. */

The following is a listing of the chairpersons of each NSC throughout the city by school and by region: **/

*/ See § 705 13, D. C. Board of Education Rules and Regulations.

**/ This information is current as of June 15, 1979.

REGION I

SCHOOL	NAME	ADDRESS
Beers, E. S.	Sheila Milbourne	2136 36th Pl. S. E. 20020
Birney E. S.	Geraldine Law	2715 Wade Road, S. E. 20020
Congress Heights E.S.	Veronica Kingwood	200 Portland St., S. E. 20032
Draper E. S.	Sharon Smith	4001 Wheeler Road, S.E. 20032
Friendship E. C.	Frances E. Hurd	4721 1st St. S.E. #103 20032
Garfield E. S.	Elizabeth Wayne	1922 Savannah Terr. S.E. 20020
Green E. S.	Mary Hargrove	840 Barnaby St.,S. E. 20020
Hendley E. S.	Loretta Baker	4298 4th St. S.E. #201 20032
Ketcham E. S.	Bernard Gray, Sr.	2009 18th St. S. E. 20020
Leckie E. S.	Ralph Lewis	32 Brandywine St., S. W. 20032
Malcolm X E. S.	Robert E. Mathieu	1100 Savannah St., S. E. 20032
McGogney E. S.	Kenneth Epps	1419 E. Wright Circle,BollingAFB
Moten E. S.	Marlene Jackson	1801 Erie Street, S. E. 20020
Nichols Avenue		
Orr E. S.	Ruby Richardson	1413 18th Place, S. E. 20020
Patterson E. S.	Eula Boone	65 Galveston Street, S. W. # 2 20032
Randle Highlands	Harlean Young	1712 29th Street, S. E.20020
Savoy E. S.	Elender Stanley	2657 Stanton Road, S. E. 20020
Simon E. S.	Patricia Wiggins	111 Xenia Street, S. E. 20032
Stanton E. S.	Judith Tilghman	2405 25th Street, S. E. 20032
Terrell E. S.	Lee Melvin	3700 9th Street, S. E. 20032
Turner E. S.	Helen Jeffries	2707 Robinson Pl. S. E. 20032
Washington Highland CS	Victoria Hunter	735 Atlantic Street, S.E. 20032
Wilkinson E. S.	Rosemary Davis	1470 Bangor Street S. E. 20032
Winston E. C.	Gwendolyn Wood	2204 32nd Place S. E. 20020
Douglass J. H.	Ethel Lindsley	1725 Erie Street, S. E. 20020
Hart J. H.	Issiah Hardy	513 Savannah Street, S.E. 20020
Johnson J. H.	Alfred Ross	2004 Savannah Street, S. E. 20020
Kramer, J. H.	George Wade	1652 U Street, S. E. 20020
Anacostia S. H.	(Not available)	
Ballou S. H.	Thomasina Francis	2418 18th Street, S. E. 20020

REGION II

Adams Community School	Amiel Summers	2451 18th Street, N. W. 20009
Amidon E. S.	Susan Klein	700 7th Street, S. W. 20024
Bancroft E. S.	David Ferguson	3341 18th Street, N. W. 20011
Bowen E. S.	Roberta Patrick	1453 3rd Street, S. W.20024
Brent E. S.	James E. Drew	2108 T Street, S. E. 20020
Cooke, HD E. S.	Tonieh Ward	1601 Argonne Place, N.W. 20009
Eaton E. S.	William Robinson	3412 Lowell Street, N. W. 20016
Hardy E. S.	Kathryn Foster	2224 38th Street, N. W. 20007
Hearst E. S.	Barbara Gomez	1852 Monroe Street, N. W. 20010
Hyde E. S.	James Terrell	3131 Westover Drive, S. E. 20020
Janney E. S.	Natalie Wasserman	4513 46th Street, N. W. 20016
Key E. S.	Barbara Barton	2845 University Terr. N. W. 20016
Lafayette E. S.	Bob Gray	3132 Oliver Street, N. W. 20015
Lynn E. S.	Lawrence Devore	4873 Hilbrock Lane, N. W. 20016

REGION II

SCHOOL	NAME	ADDRESS
Murch E. S.	Margaret Barry	3813 Legation St., N. W. [illegible]5
Oyster E. S.	Suzanne Goldberg	1833 Mintwood Pl., N. W. 20009
Marie Reed Learning Center	Sandra C. Jacobs	2120 16th Street, N. W. 20009
Ross E. S.	Efrain Alfaro	1700 Mass. Avenue, N. W. 20036
Stevens E. S.	Dan Figgins	1301 20th Street, N. W. 20036
Stoddart E. S.	Marilyn Pierce	2433 39th Place, N. W. 20007
Thomson E. S.	Frances V. Lee	19012 Heritage Hills Dr. 20789
Deal J. H.	Wanda Washburn	4622 Broad Branch Rd., N.W. 20008
Francis J. H.	Courtney Fletcher	610 Longfellow St., N. W.20011
Jefferson J. H.	Louise Wilkerson	1451 3rd Street, S. W. 20024
School Without Walls	Judson Parker	1836 Michigan Ave.,N.E. 20018
Wilson S.H.	Joseph Stechshulte	5613 32nd Street, N. W. 20015

REGION III

Aiton E. S.	Donald Poston	420 47th Place, N. E. 20019
Benning E. S.	Patricia Brown	4124 Ames Street, N.E. 20019
Burrville E. S.	Victoria Carethers	311 51st Street, N. E. 20019
Carver E. S.	Eddie Botts	5342 Chillum Place, N.E. 20011
Davis E. S.	Virginia Cade	1327 44th Place, S. E. 20019
Drew E. S.	Earl Sugars	265 56th Street, N. E. 20019
Fletcher-Johnson E. S.	Beverly Murphy	4701 Alabama Ave., S. E. [illegible]9
Harris E. S.	(not available)	
Houston E. S.	(not available)	
Kenilworth E. S.	Charlotte Corbin	4115 Anacostia Ave., N. E. 20019
Kimball E. S.	G. Cleveland	3212 Mass. Ave., S. E. 20019
Merritt E. S.	(not available)	
Nalle E. S.	Douglas Gilchrist	4687 A Street, S. E. 20019
Plummer E. S.	Daisy Johnson	4457 B Street, S. E. 20019
Richardson E. S.	Clarence Brewer	223 55th Street, N. E. 20019
River Terrace E. S.	Linda E. Dixon	3412 Dix Street, S. E. 20019
Shadd E. S.	Alma J. Goodman	103 56th Place, S. E. 20019
Smothers E. S.	Ethel B. Onley	204 46th Street, N. E.20019
Thomas E. S.	Elizabeth Bolds	3738 Hayes Street, N. E. 20019
Weatherless E. S.	Ernestine Rozier	3942 C Street, S. E. 20019
Young E. S.	Carolyn Baker	709 24th Street, N. E. 20002
Browne J. H.	(not available)	
Evans J. H.	Gloria Fantroy	5417 Bass Place, S. E. 20019
Miller J. H.	Mary Jackson	135 49th Street, S. E. 20019
Roper J. H.	William Ezell	5209 Jay Street, N. E. 20010
Sousa J. H.	(not available)	
Woodson J. H.	(not available)	
Spingarn S. H.	(not available)	
Woodson S. H.	(not available)	

REGION IV - NEIGHBORHOOD SCHOOL COUNCILS

CHAIRPERSONS - 1978-79

SCHOOL	NAME	ADDRESS
Blow E.S.	Jacquelyn Davis	525 - 25th Place, N.E. 20002
Bryan E.S.	Fred E. Porter	1416 Decatur Street, N.W. 20011
Buchanan E.S.	Carroll C. Williams	420 16th Street, S.E. 20003
Cook, J.F., E.S.	Alonzo L. Mills	1427 N. Capitol St., N.E. 20002
Edmonds-Peabody E.S.	Andrea J. Irby	515 25th Place, N.E. 20002
Gibbs E.S.	Thelma Glover	633 10th Street, N.E. 20002
Kingsman E.S.	Joyce J. Stewart	1609 22nd Street, S.E. 20020
Lenox E.S.	James V. Tatum, III	1431 G Street, N.E. 20002
Lovejob E.S.	Delores Campbell	1115 C Street, N.E. 20002
Ludlow-Taylor E.S.	Patricia Carter	644 Orleans Place, N.E. 20002
Maury E.S.	Dorothy Marie Powell	2705 13th Street, N.E. 20018
Miner E.S.	Mary Waldo	614 - 14th Street, N.W. 20005
Payne E.S.	Louise Landers	1838 Mass. Avenue. S.E. 20003
Simmons E.S.	Sarah McPherson	1165 First Terrace, N.W. 20001
Slater-Langston E.S.	Donna Armstrong	52 Quincy Place, N.W. 20001
Tyler E.S.	Jeannette Lipscomb	1009 - 15th Street, S.E. 20003
Van Ness E.S.	Myra J. Strauss	127 Randolph Place, N.W. 20011
Walker Jones E.S.	Daniel Smith	33 K Street, N.W. 1014 20001
Watkins E.S.	Carl R. Cornelious	1915 S Street, S.E. 20020
Wheatley E.S.	Constance J. Rouse	1281 OATES Street, N.E. 20002
Wilson, J.O.	Patricia A. Jones	614 Longfellow Street, N.W. 20011
Eliot JHS	Barbara Kelly	207 16th Street, S.E. 20003
Hine JHS	Johnsie Akers	524 - 4th Street, S. E. 20003
Stuart JHS	Gladys G. Holloway	227 9th Street, N.E. 20002
Terrell JHS	James E. Greene	1200 N. Capitol St., #128 20002
Dunbar S.H.S.	Murice Jeffries	1193 First Terrace, N.W.
Eastern S.H.S.	Marian S. Clayton	4229 E. Capitol St.,S.E. 20019

REGION V

SCHOOL	NAME	ADDRESS
Barnard E. S.	Annette Fleming	310 Allison Street, N.W. 20011
Bruce-Monroe E. S.	Eric Alston	1363 Peabody Street, N.W. 20011
Clark E. S.	Judith Favor	4128 3rd Street, N. W. 20011
Cleveland E. S.	Joyce Chestnut	1730 7th Street, N. W. 20001
Gage-Eckington E.S.	Mildred H. Briston	243 V Street, N. W. 20001
Garrison E. S.	Jean Jones	1525 Kingman Place, N.W. 20005
Harrison E. S.	Lucy Gadsen	202 Peabody Street, N.E. 20011
Lewis, E. S.	Bernice Porter	25 Bryant Street, N. W. 20001
Meyer E. S.	Betty Washington	1210 Girard Street, N.W. 20009
Montgomery E. S.	Carol Caldwell	1612 3rd Street, N. W. 20001
Park View E. S.	Sandra Simmons	636 Newton Place, N. W. 20010
Petworth E. S.	Reverend L. James	841 Shepherd Street, N.W. 20011
Powell E. S.	Dwight Reynolds	1330 Quincy Street, N.W. 20011
Raymond E. S.	Barbara Anderson	3533 New Hamp. Ave. N.W. 20010
Seaton E. S.	Rosita Burch	1501 6th Street, N. W. 20010
Truesdell E. S.	Albert Massilon	3435 Yuma Street, N.W. 20008
Tubman E. S.	Pearl Jefferson	1229 Kenyon Street, N.W. 20010
West E. S.	Tina T. Saxon	1305 Delafield Pl., N.W. 20011
Banneker J. H.	James Scott	(Not Available)
Garnet Patterson J. H.	Sylvia Hall	1807 13th St., N. W. 20009
Lincoln J. H.	Elizabeth Payne	1422 Belmont St., N. W. 20009
Macfarland J. H.	Elizabeth Olds	446 Buchanan St., N. W. 20011
Shaw J. H.	Vernell Balck	1424 S. Street, N. W. 20005
Roosevelt S. H.	Melvin Smith	4314 3rd Street, N. W. 20011

REGION VI

Brightwood E. S.	Rev. Milanzobenica	5917 16th St., N. W. 20011
Brookland E. S.	Richard Evans, Jr.	314 Gallatin St., N.W. 20011
Bunker Hill	Hazel Brandon	4306 13th Place, N. E. 20017
Burroughs E. S.	Hubert Dickens	1831 Monroe St., N. E. 20018
Emery E. S.	Georgia Robertson	11 S Street, N.E., 20002
Keene E. S.	Gloria Tymas	5222 4th Street, N. E. 20011
Langdon E. S.	(not available)	
LaSalle E. S.	Iola Williams	18 Gallatin Street, N.E. 20011
Noyes E. S.	Thomas J. Blair	1011 Bryant Street, N.E. 20018
Rudolph E. S.	Diane Barker	115 Hawaii Avenue, N.E. 20002
Shaed E. S.	Sarah Adams	177 Vee Street, N. E. 20002
Shepherd E. S.	Sondra D. Raspberry	1301 Iris Street, N.W. 20012
Slowe E. S.	Jamie L. McKay	1400 Jackson Street, N. E. 20017
Takoma E. S.	Frank Slobig	6715 2nd Street, N. W. 20012
Webb E. S.	Alice M. Gilliam	1270 Simms Place, N.E. 20002
Whittier E. S.	George Hoggard	5821 3rd Place, N. W. 20011
Woodridge E. S.	Lillian Crawford	2833 Myrtle Ave., N. E. 20018
Backus J. H.	(not available)	
Hamilton J. H.	Joyce Smith	1417 Montello Ave., N.E. 20002
Langley J. H.	Patrinella Kenner	18 Todd Place, N. E. 20002

REGION VI

SCHOOL	NAME	ADDRESS
Paul J. H.	Raymond Roney	(not available)
Rabaut J. H.	Carrie Stovall	5203 Kansas Ave., N.W. 20011
Taft J. H.	Jean Robins	3805 20th St., N. W. 20018
McKinley H. S.	(not available)	

ADULT EDUCATION CENTERS

Adult Education Demonstration Center	Carolyn M. Bass	247 58th St., N. E. 20019
Americanization School	David Lee Shu Chun	703 6th St., N. W. 20001
Armstrong Adult Education Center	Dr. Robert Clark	41 Quincy Place, N. W. 20001
Miner Adult Education Center	Harry Sullivan	1305 F St., N.E. 20002
PEILA	Reginaldo Goncalves	5500 Friendship Blvd. 20015

CAREER DEVELOPMENT CENTERS

Bell	Airline Harper	922 Madison St., N. W. 20011
Burdick	Jean Wood	1302 Emerson St., N. W. 20011
Chamberlain	Louise Buckmou	2224 15th St., N. E. 20018
Ellington	Carol Hunt	152 R St., N. E. 20002
Experienced-Based Career Education	Ina Chambers	903 Burns St., S. E. 20019
Penn Center	Louis M. Thompson	103 Anacostia Ave., N.E. 20019
Phelps	Robert Webb	2109 I St., N. E. 20012
Washington, M.M.	Helen Jones	3425 A St., S. E. #304 20019

11. Reed Community School Board
Reed School
2200 Champlain Street, N. W.
Washington, D. C. 20009
Telephones: 399-4600
727-4824
Contact Person: Mary French (H) 667-6876

Background: The Reed Community School Board was established in 1972 (it was then the Morgan Community School Board). It operates according to by-laws. It has had an operating agreement with the Board of Education. The new agreement is in the process of being negotiated. The School Board's history and structure is similar to that of the Adams

School Board, partially, because they are in the same geographical area. It has a 15 member Board consisting of eight parents, three community persons, two young adults and two teachers. All Board members except for the teachers are elected by the community. The Board has representatives from schools in the Adams-Morgan area. The Board also serves for legally specified terms and conducts open meetings. Parents and community members have the right to address the Board with ideas and grievances. Elections are held in early June of each year.

12. The Six School Complex and Executive Council

Filmore
35th & S Streets, N. W.
Washington, D. C.

Hardy
Foxhall Road & Q Street, N. W.
Washington, D. C.

Hyde
O Street & 32nd Street, N. W.
Washington, D. C.

Key
Dana Place & Hurst Terrace, N. W.
Washington, D. C.

Mann
Newark & 44th Streets, N. W.
Washington, D. C.

Stoddert
Calvert & 40th Streets, N. W.
Washington, D. C.

Executive Council Chairperson: Betty Brooks
282-0113, 292-0170

Co-Chairpersons: Pat Ivers
965-1892

Ericka Landberg
965-1438

Background: The Six School Complex was created in 1974 by parents, teachers and administrators who wanted to keep the values of public education in neighborhoods alive. The complex is comprised of six small neighborhood elementary schools--Filmore Resource Center, Hardy Middle School, Hyde, Key and Stoddert Elementary Schools.

The parent involvement component of the Six Schools Complex is very strong. Parents have a lot to say about the style and structure of the schools. The body for parent participation is the Executive Council. The Council is made up of parents, teachers and administrators who co-ordinate various Six School activities. The teachers serving on the Council are elected by the teaching staff. All officers serve one year terms. Parent and teacher elections are held in late April or early May of each year by the P.T.A. body of each school in the Six School Complex. The Council has a chairperson, two co-chairpersons, two vice presidents, a secretary a treasurer and an assistant treasurer. The majority of officers elected are parents.

13. Southeast Neighbors Education Committee
3601 Alabama Avenue, S. E.
Washington, D. C. 20020
Chairperson: Nathaniel Bush
582-7451 (Home)

Background: Southeast Neighbors is a community organization that focuses on the Southeastern section of the District of Columbia, which includes the part of the city east of the Anacostia River and south of East Capitol Street. The organization is governed by a Board of Directors which is elected by its members each year.

The Educational Committee is a special committee of Southeast Neighbors organized in 1978. The committee was formed in response to a growing concern about the quality of public education in the community. The committee has the following objectives: (1) to increase parental involvement in the education process; (2) to sponsor volunteer programs to assist the schools; (3) to provide a public forum for the discussion of current educational issues; and (4) to facilitate cooperation between three neighborhood elementary schools (Beers, Randle Highlands and Winston) and their various parent groups.

14. Title I Advisory Councils

Background: The general goal of the Title I program is to increase the individual competencies and performance of Title I students in the areas of reading, language and mathematics. To insure that parents have input into this program, title I advisory councils were instituted at project schools.

Title I advisory councils are required by statute.*/ A school must have a parent advisory council if it is to receive Title I funds. Title I funds are designated to serve children living in areas with high concentrations of low-income

*/ Section 125 (a) of Title I provides that a local educational agency may receive funds under Title I only if it establishes an advisory council for its entire school district. Section 125 (a) (2) (A) provides that a local educational agency may receive funds under Title I only if it establishes an advisory council for each project area or project school.

families.**/ Such councils have the responsibility of advising the school district in planning for, implementing and evaluating Title I programs and projects.

There are two types of parent advisory councils: (1) A District Advisory Council (DAC) for the school district and (2) School Advisory Councils (SAC) on the local school level. Below is a listing which contains the address,

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**/ There are a total of 87 Public Title 1 schools in the District of Columbia in school year 1978-79. They are:

Adams	Garrison	Meyer	Syphax
Aiton	Giddings	Miner	M. C. Terrell
Birney	Goding	Montgomery	Thomas
Bowen	Green	Moten	Thomson
Bryan	Harris	Nalle	Tubman
Bruce-Monroe	Harrison	Parkview	Turner
Cleveland	Hendley	Plummer	Tyler
H. D. Cooke	Kenilworth	Raymond	Van Ness
J. F. Cook	Ketcham	Reed	Walker-Jones
Draper	Kimball	Richardson	Washington-Highlands
Drew	Langston	Savoy	Watkins
Emery	Lenox	Seaton	Weatherless
Fletcher-Johnson	Lewis	Shadd	Webb
Friendship	Lovejob	Simmons	J. O. Wilson
Gage-Eckington	Ludlow-Taylor	Simon	Wilkinson
Garfield	Malcolm X	Stanton	Wheatley
			Young

Junior High Schools

Banneker
Browne
Douglass
Terrell
Evans
Francis
Garnet-Patterson
Hart
Hine
Jefferson
Johnson
Miller
Roper
Shaw
Stuart
Woodson

Senior High Schools

Ballou
Cardozo
Dunbar
Eastern
Spingarn
Woodson

telephone numbers, officers and requirements of the DAC and SAC. The Title I Office, part of the school system, is the central information center for all Title I matters.

Title I Office
1286 Upshur Street, N. W.
Washington, D. C. 20011
576-6262
Executive Director: Ann Pitts

A. Title I District Advisory Council (DAC)
Chairperson: Tommy Williams
635-4921 (H)
688-6737 (O)

Requirements: Under the 1979 technical amendments to the educational amendments of 1978, § 125(a)(1) of Title I, DACs must meet the following requirements:

(1) A majority of the members of the DAC must be parents of children that are to participate in Title I projects.

(2) DAC members (including the majority who are Title I parents as well as the other members -- who may be but are not required to be Title I parents) are to be elected on one of two ways; a) Project Area or School Level Advisory Councils may elect one or more of their members or representatives to serve on the DAC; or (b) parents in each project or school attendance area may elect one or more representatives to serve on the DAC.

(3) DAC must also include one or more representatives of children and schools that are eligible for Title I but are not now participating in such programs. These members are to be elected by parents in the eligible but unserved areas.

B. Title I School Advisory Councils (SAC)

All local Title I schools (see footnote **/ on page 219).
Contact person: Sharon Adams
889-4297

Requirements: The Education Amendments of 1978 require the establishment of an advisory council for each project area or project school which has more than forty

participating students and more than one full-time staff member. They further require that:

(1) the SAC have a majority of parents of children to be served,

(2) the SAC be composed of members elected by the parents in each project area or project school, and

(3) any project area or school with 75 or more participating students must have a SAC (a) with at least eight members elected for terms of two years, (b) with elected officers, and (c) that meets at sufficient times during the year at locations determined by the SAC.

15. Two-W Congress, Inc. (ESAA)
c/o Stevens Elementary School
21st and K Streets, N. W.
Washington, D. C. 20036
Telephone: 724-4856
President: Nancy Raskin
Contact Person: Linda Johnson
724-4857 (W)

Background: The Two-W Congress was incorporated in 1974 by parents and administrators as a non-profit corporation with the objective of improving the quality of education in the Western-Wilson high school feeder communities. The organization has a membership of 36 */ schools in the District of Columbia.

Over the years, the Two-W Congress has been concerned with basic skills development and enrichment for the under-achieving and over-achieving student. The Congress has encouraged community participation in educational issues by sponsoring panel discussions of Neighborhood School Councils and the proposed

*/ Senior High Schools - Randall and Wilson. Junior High Schools - Deal, Francis, Jefferson, Lincoln and Paul. Elementary Schools - Adams, Amidon, Bancroft, Bowen, Brent, Brightwood, H. D. Cooke, Eaton, Giddings, Hardy, Murch, Oyster, Powell, Raymond, Reed, Ross, Shepard, Stevens, Stoddert, Syphax, Takoma, Thomson and West.

agreements between the Teachers' Union and the School Board. In addition, candidate forums for Board of Education elections have been held for at-large races and races in Wards 1, 2, 3, 4 and 6 where Two-W schools are located. The Two-W Congress has participated in developing a questionnaire for all candidates and published the responses in the 1978 Election Guide for Voters Concerned about Education, with a coalition of educational organizations. The Congress has also participated in the following activities: (1) helped to form the ad hoc coalition for full-funding of the D. C. public schools. A statement was issued in support of the educational budget prepared by the D. C. School Board and City Council members were urged to vote for full funding; (2) wrote letters to key legislators on national issues such as the Tuition Tax Credit for Elementary and Secondary Schools; (3) sought sources of funding for educational programs; and (4) provided forums for issues concerning Two-W schools.

The Congress is run by its Executive Board and school delegates. The Board has a (1) president; (2) executive vice president; (3) vice president for programs; (4) two co-secretaries; and (5) two co-treasurers. The school delegates include: (1) the principal; (2) past and current P.T.A. or Home and School Association presidents; (3) SCAC chairperson of each member school; (4) two elected delegates from each member school (parents, teachers or administrators); and (5) two student representatives from each member school. The Congress meets four times a year. Elections are held at each member school in May or June or in the Fall to elect delegates. Elections for Executive Board officers are held each November.

16. Ward IV Council on Education
P. O. Box 4281
Washington, D. C. 20012
Telephone: 829-4281

Background: The Ward IV Council on Education was formed several years ago. It is a private, non-profit organization which was organized to assure that quality public education is available to students in the D. C. public school system, particularly Ward IV. The Council is composed of teachers, parents, students, administrators and community residents. It has an elected Board of Directors, composed of (1) representatives of parents whose children attend school in Ward IV; (2) students who live in Ward IV; and (3) other community residents. The Council has several committees: (1) Program Community Affairs; (2) Projects; (3) Membership; (4) Publicity; (5) Funding; (6) Budget; and (7) Fiscal Affairs and Hospitality.

17. Ward 7 Educational Forum of the Far N. E. - S. E. Council, Inc.
4223 Meade Street, N. E.
Washington, D. C. 20019
President: Wesley Collins
396-0737 (H)

Background: The Council was established in 1932. It is an umbrella organization which includes 19 civic groups in the N. E. - S. E. area. The groups that comprise the Council include, but are not limited to, the area 4-A, P.T.A., Ministry Alliance and the area 18 Planning Council. All groups that belong to the Far N. E. - S. E. Council bring complaints and grievances before the Council. The Council has the following officers: (1) president; (2) vice president; (3) treasurer; and (4) secretary. Elections for officers are held every two years in December.

The Council has the following committees: (1) Awards; (2) Legislation and Suffrage; (3) Education; (4) Student Service; (5) Budget; and (6) Program Committee. The Education Committee and its sub-committee, Student Services and Community Development are described below.

a. Education Committee
Chairperson: Lorraine Whitlock
398-8474

Activities: The committee is ~~partially~~ concerned about education in Ward 7 schools and involves itself with and handles such matters as organization of schools, personnel, management and budget, student retention and promotion policies, truancy of students and evaluation of school officers. The committee has sponsored various community forums that address the co[illegible] and solicit its views about the above topics.

b. Student Services and Community Involvement Sub-Committee
Co-chairpersons: Margaret Jones
581-5667 (H)
576-6548 (W)

Lorraine Johnson
332-6062 (H)

Activities: This committee concerns itself with issues related to community participation and student services and has held forums on subjects that relate to community participation.

18. Washington Parents Union
1001 Fifth Street, S. E.
Washington, D. C. 20003
Telephone: 563-8193, ext. 26
Chairperson: Genevieve Johnson

Background: The Parents Union, founded in 1977, is an organization of parents working to help other parents by

(1) keeping them informed of important issues through monthly newsletters, updates and fact sheets; (2) forming committees that study and act upon serious issues such as special education, contract negotiations, school budget, food services, transportation, etc.; and (3) holding training sessions and workshops that teach parents how to deal with the system and how to help other parents solve school-related problems.